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A CONTRASTIVE STUDY:
PREDICTING INTERFERENCE FOR THAI STUDENTS
IN LEARNING ENGLISH STATEMENT SENTENCES

by



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The undersigned certify that they have read, and recommend
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A CONTRASTIVE STUDY: PREDICTING INTERFERENCE FOR THAI STUDENTS IN
LEARNING ENGLISH STATEMENT SENTENCES, submitted by PIENGCHAI
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of Master of Education.

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THE ABSTRACT

The main purpose of this study was to identify the similarities and the differences in structure between English and Thai statement sentences in order to determine whether the structure of Thai statement sentences affects the learning of English statement sentences by Thai students.

The hypotheses underlying the present study were:

1. In learning the English language, Thai students tend to transfer the structure of the Thai language into English.
2. There is facilitation in learning if the structures in Thai and English are similar and if they function similarly, because they can be transferred without having to be changed. If the structures are different and do not function similarly, there is interference because the structures need to be changed when being transferred.

The samples for the study were 185 English compositions written by Thai students in grade XI. A contrastive study between the English and the Thai languages was made to discover the nature of difficulties that Thai students have in handling English statement sentences. The translation equivalent method for word-to-word comparison was applied as far as possible to pinpoint the structural similarities and the structural differences between English and Thai.

The major findings indicate that the transference of the structure of the Thai language into English does exist in the learning

of English by Thai students. Thus, the English elements that are similar to those of the Thai language are easy for them to handle, and those elements that are different are difficult.

Implications of the study for the teaching of English to Thai students are also indicated.

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CHAPTER I

NATURE OF THE STUDY

I. BACKGROUND

Even though Thailand has always been independent, like all its neighboring countries, its society, economy, and politics have been influenced by the western world. During the period of colonialism, its perfect location for shipping and its fertile land made Thailand attractive to the colonial powers. In the reign of King Rama IV (1851-1868), relations with the western nations, which had been interrupted during the reign of King Rama III (1824-1851), were re-established. Westerners were encouraged to settle and to do business in Thailand. Foreign consulates were established in Bangkok. Bangkok became a center of trade. To develop and modernize the country, Thailand relied upon the western nations for industrial and technical knowledge. The relations with the western world brought about many changes and developments in Thailand. Modern techniques along with a new way of life were introduced.

Since the reign of King Rama IV, Thailand has been in close contact with the western world. At present, Thailand allies itself with the western democratic nations. As with most developing countries, Thailand is faced with political and economic problems. To solve these problems and to remain free, Thailand is seeking help and support from many western powers.

The social, economic and political ties which Thailand has

developed with the western nations make English an important language in Thailand. To develop the relations that presently exist and to promote better understandings, Thailand needs more and more Thai people who can communicate in English.

Thailand's contacts with the western countries produced a great interest in European languages, especially English. English was first officially taught in Thailand in the reign of King Rama IV, the purpose being to better understand western culture and politics. In the years following the reign of King Rama IV, English was taught to prepare Thai students for advanced study in Europe and North America. When the education in Thailand expanded and developed, English became one of the subjects taught to advanced students in the government-supported schools.

At present, English is one of the major compulsory subjects in the school curriculum. English also plays an important role in other subject fields, particularly in science, social studies, and mathematics. Most of the terminology in science, the names of places and persons in social studies, and many reference books are in English. Mathematic textbooks for secondary courses, that is, for grade eight to twelve, are in English. Even though English is not the language of instruction in schools in Thailand, the courses offered by the many foreign lecturers at the universities are in English.

Recognition of the need for Thai students to learn English has resulted in an emphasis on English in school curriculum. The following are the generally accepted reasons for emphasizing English:

1. To equip the pupil so that in his contacts with the persons belonging to the country whose language is

studied, he will be able to employ this language.

2. To provide him with a foundation for further studies.
3. To give him an understanding of foreign cultures.
4. To enable him to improve his knowledge.¹

The teaching of English is compulsory in all schools in Thailand from the fifth grade on. However, in most private schools, English is introduced in grade one. English is also compulsory in the first two years of university. At present, at the secondary school level, thirteen to twenty per cent of the total time allotment is devoted to the teaching of English. The number of hours allotted to the teaching of English in the weekly timetable in comparison with the number of hours allotted to the teaching of the Thai language may be noted in Table I.²

TABLE I

NUMBER OF HOURS FOR THE TEACHING OF ENGLISH AND
THAI LANGUAGES PER WEEK, SECONDARY LEVEL (Grades 5 - 12)

	Number of hours per week			
	Lower level (gr. 8 - 10)	Senior level General	(gr. 11 - 12) Science	Arts
English	4 or 6	4*	6	8
Thai	4	3**	3	5
Total number of hours in the timetable	30			

* with 2 or 4 optional additional hours.

** with 2 optional additional hours.

¹International Bureau of Education, Geneva, Modern Language at General Secondary Schools XXVIIIth (Geneva: International Conference on Public Education, 1964), p. 153.

²Ibid, p. 154.

The English language is taught in Thailand chiefly by Thai speaking teachers who have completed from two to four years of training before receiving teaching certificates. Only those who major in English in a four-year Bachelor of Education course are considered specialized teachers of English. English-speaking persons who are qualified teachers assist in the teaching of English at approximately a quarter of the government schools.³ At the present time, in-service training courses are offered to teachers of English to increase their knowledge and improve their methodology. In addition, many scholarships are offered to teachers of English for study abroad.

In spite of the attempts to improve instruction, many teachers still believe that learning English can be equated to learning rules of grammar. The memorization of the rules of grammar is frequently regarded as a guarantee to improvement in speech and writing. However, the inability of the Thai students to communicate in the English language would suggest that a change in teaching methodology might be considered.

II. THE PROBLEM

The teachers of English in Thailand are frequently criticized for not training students to communicate. The students, after years of studying, are still unable to comprehend the English language or to communicate effectively, either in spoken or in written form.

Dr. Bryce Van Syoc, in his survey of foreign language teaching methods with particular reference to speakers of Thai, points out the need for improvement in methods of language teaching:

³Loc. cit.

Although millions upon millions of children in the world study foreign languages, most of these pupils achieve small reward for their efforts in terms of achievement; that is, they are not able to use the foreign language effectively in any way. One of the reasons for such a low rate of achievement is the inadequate preparation of the teachers. Something more, or something new is needed in the training of the foreign language teacher if his pupils are to achieve the results desired.⁴

Studies, (see Chapter II) continue to show that the method emphasizing the memorization of grammatical rules has done little if anything, to improve students' ability to use the English language.

Perhaps the information provided by linguistic studies should be given more consideration. Language is defined by many linguists as an 'arbitrary' system.⁵ Linguists no longer believe that a language behaves logically and that a grammar which describes the way a language works can be and should be explained on a logical basis.

Charles C. Fries, in his books Teaching and Learning English as a Foreign Language and The Structure of English⁶, shows clearly that a grammar does not consist of rules of correctness but of a description of how language is actually used. He points out that not all of the meanings of an utterance come from the lexical meaning of the words but that much of the meaning is from the structure of the language.

⁴Bryce Van Syoc, Methods of Teaching English as a Foreign Language (University of Michigan SEAREP, Bangkok: The Social Science Association of Thailand Press, 1963), p. 1.

⁵W. Nelson Francis in The Structure of American English, p. 3, gives the definition of a language as "an 'arbitrary' system of articulated sounds made used by a group of human as a means of carrying on the affairs of their society."

⁶Charles C. Fries, Teaching and Learning English as a Foreign Language (Michigan, Ann Arbor: The University of Michigan Press, 1945).

Many Thai students believe that a knowledge of the meaning of English words is sufficient to enable them to express themselves. This belief may arise partly from the fact that in Thai the meanings of an utterance are carried mainly through the lexical meaning of the words and the position they occupy. Inflection is not used as a carrier of meaning. The importance of habit formation with respect to English structures and inflections needs to be encouraged. The Thai students and the teachers of English need to be shown that the differences and the similarities between the English and the Thai languages lie in the differences and the similarities of the structures of the two languages, not solely in differences in vocabulary. A knowledge of the contrasting features of the two languages will identify points needing particular attention.

Teachers who realize the importance of English for their students have been asking these pertinent questions: What makes it so difficult for Thai students to gain adequate control of English? What procedures in English teaching are most effective?

It has often been said that Thai students have difficulty learning English because they are in the environment where the Thai language is used predominately and English is practised only during English lessons. But very few further investigations have been carried out to discover in what way the nature of the Thai language itself hinders the learning of English by Thai students. More research into the specific interference between the two languages may provide teachers of English with valuable information.

Many studies (see Chapter II) clearly indicate that a comparison of the structure, or the syntax, of the students' native language with that of the language to be learned, provides a sound basis for the description of the language learning problems. Teachers with a knowledge of such comparison are better able to guide their students by locating points of similarity and difference, and predicting areas of difficulty. In spite of the fact that much work has been done in modern contrastive theory, very little information exists on interference between English and Thai syntax. Until teachers become aware of the interference caused by conflicting structures used in the English and Thai languages, and until this interference is analyzed, prediction of errors cannot take place.

III. THE PURPOSE OF THE STUDY

The present study attempts the following:

1. To identify the similarities and differences in structure between English and Thai statement sentences.
2. To determine whether the structure of Thai statement sentences affects the learning of English statement sentences by Thai students.

It is hoped that the present study will bring to light the nature of the difficulties which Thai students encounter in their learning of English.

IV. HYPOTHESES

This study plans to investigate the following hypotheses:

1. In learning the English language, Thai students tend to transfer the structure of the Thai language into English.
2. There is facilitation in learning if the structures in Thai and English are similar and if they function similarly, because they can be transferred directly without having to be changed. If the structures are different and do not function similarly, there is interference because the structures need to be changed when being transferred.⁷

V. THE LIMITATIONS OF THE STUDY

1. This study is an attempt to discover the nature of some of the difficulties which Thai students have in writing English statements. It does not attempt to cover all the problems of Thai students in learning English. Errors concerned with English questions, vocabulary, and spelling will not be investigated.
2. This study does not attempt to study the oral English ability of Thai students but only their ability in written English.
3. This study does not attempt to investigate or to measure the effectiveness of the methods of teaching English in Thailand.

⁷Uriel Weinreich gives the definition of an 'interference phenomena' as "the instances of deviation from the norms of a language which occur...as the result of his familiarity with another language." ("On the Description of Phonic Interference", Word, V. 13, No. 1, April, 1957, p. 1.)

4. This study is limited to the English written work of only 185 Thai students in grade eleven in three schools in Bangkok, Thailand.

VI. THE PROCEDURE OF THE STUDY

In order to elicit the constructions which the author intended to investigate, an assignment was given to the students in the following manner:

Students were asked to write a short composition on one of the following topics:

1. The book I like best.
2. Weekends.
3. If I were . . .
4. My future.
5. My dream last night.
6. Once upon a time...

The topics for the writing assignment were chosen for their universality of interest. Even though the topics compelled the students to write their composition in certain English tenses, each topic was broad enough to allow the students to write about almost anything which appealed to their interest. The universality of interest inherent in the topics was calculated to provide the necessary stimuli to write about something with which they had experience or in which they were interested.

The assignment was given to 185 Thai students in grade eleven in three randomly selected schools in Bangkok, Thailand, namely,

Mater Dei School, Prinyatip School, and Suksanaree School.

After all the compositions had been collected, they were examined for the grammatical structure of the language used and the difficulties the students had with English language structure were categorized. As mentioned before as one of the limitations of the study, the difficulties which were not concerned with the grammatical structure of English statement sentences were not considered. The difficulties which the Thai students encountered were traced to structural differences and structural similarities between English and Thai. The first step was the comparison of the basic patterns of statement sentences in the two languages. In the second step, the immediate constituents,⁸ or "structures within structures" making up the basic sentence patterns of English and Thai statements, were analyzed. Concurrently, the translation equivalents were shown between the two languages as far as this was possible.

A word of caution in the matter of translation is needed here. It is not possible to translate from one language to another in a literal sense without losing some of the intent of the writer as well as some stylistic effects. Further to this, meanings are usually

⁸In An Introduction to Descriptive Linguistics, pp 132-133, Gleason defined 'a constituent', 'a construction', and 'an immediate constituent' as follows:

A construction is any significant group of words (or morpheme)

A constituent is any word or construction (or morpheme) which enter into some larger construction.

All but the smallest constituents are constructions and all but the largest constructions are constituents.

An immediate constituent is one of the two, or a few, constituents of which any given construction is directly formed.

imprecise since, "No word of one language could cover the same areas of meaning and distribution as those of another language."⁹

Regardless of the above drawbacks, a word-to-word comparison on the basis of translation equivalence was instructive. It revealed the nature of the problems which the language learners encountered which was the primary aim of this study.

VII. THE PLAN OF THE STUDY

The remainder of the study is planned in the following way:

Chapter II deals with literature related to the study. Part one is a discussion on the theory of contrastive study and the teaching of foreign languages. Part two deals with traditional grammar and its relationships to the learning of English. Part three deals with the relationships of structural grammar to the learning of English. Part four is a review of some linguistic studies done on the Thai language.

Chapter III contains a contrastive analysis of basic statement sentence patterns of the two languages and the prediction of the interference for the Thai students in handling English statement sentences. Sentences from the students' essays are provided to show the difficulties caused by structure of Thai student sentences.

Chapter IV deals with the immediate constituents of the basic statement sentence patterns. The first part is the comparison

⁹Charles C. Fries, Teaching and Learning English as a Foreign Language (Michigan, Ann Arbor: The University of Michigan Press, 1945), p. 39.

of parts of speech in both languages. The second part deals with difficulties which the Thai students had in handling English nominal clusters. The third part deals with difficulties in manipulating English verbal clusters. The major constituents of these two constructions of both English and Thai are discussed and compared. The translation equivalent method for word-to-word comparison is applied in matching the constituents of the English nominal and verbal clusters with those in Thai. Examples from the samples studies are presented.

Chapter V is the conclusion of the study. It contains the summary of the main findings, conclusions, and some implications for teaching English to Thai students.

CHAPTER II

LITERATURE RELATED TO THE STUDY

I. CONTRASTIVE STUDY AND THE TEACHING OF FOREIGN LANGUAGES

The problems in learning foreign languages are extremely complex. Many studies have been carried out in this field to determine the specific difficulties involved, and to improve upon the methods of teaching.¹⁰ Accompanying recent findings in linguistics, more information has been revealed both about the nature of language and the nature of language learning which seems to hold the promise of better methods and materials for teaching foreign languages. Many modern linguistic assumptions and theories have already been put to the test in the teaching of foreign languages.

Studies of foreign language teaching indicate that the process of learning a foreign language is vastly different from that of a child learning his mother tongue.¹¹ In learning a foreign language, the student must develop a new set of habits. It is becoming increasingly

¹⁰ Harold B. Allen, Teaching English as a Second Language (New York: McGraw-Hill Book Company, 1965).

Nelson Brooks, Language and Language Learning (New York and Burlingame: Harcourt, Brace & World, 1960)

Robert Lado, Language Teaching (New York: McGraw-Hill, Inc., 1964)

¹¹ Charles C. Fries, Teaching and Learning English as a Foreign Language (Michigan, Ann Arbor: The University of Michigan Press, 1945)

Robert Lado, Linguistics Across Cultures (Michigan, Ann Arbor: The University of Michigan Press, 1957)

Bryce Van Syoc, Methods of Teaching English as a Foreign Language (University of Michigan SEAREP, Bangkok: The Social Science Association of Thailand Press, 1963).

apparent that once the learner has acquired command of his mother tongue, he will bring to his learning of a foreign language, the form, the meaning, and the structure of his first language. He tends to transfer, in other words, the structural patterns and their characteristic distribution into the language to be learned. This observation has been confirmed by the work on contrastive study by linguists who have investigated the effect of the native language of the learner in his learning of a new language.¹²

Obviously, the native language of the learner has an important influence on his learning of a new language. Robert Lado explains as follows:

There will be either facilitation or interference in learning depending on the degree of functional similarity. If the expression, content and association are functionally the same in the native and the new language, there is a maximum facilitation. . . If the unit of pattern is not the same and will not function as the same in the new language without structural retaining, there will be interference with the new language both because the new forms have to be learned as facilities and because the field that elicits the new facility is similar to that which elicited the old, thus activating the native language facility and distorting the new one.¹³

Interference of the native language of the learner in his learning of a new language has been recognized by most linguists and by many teachers of foreign languages. From his observation on the teaching of English language in most parts of the world, Close remarks that:

¹²E. Haugen, The Norwegian Language in America (Philadelphia: University of Pennsylvania Press, 1953)

Uriel Weinreich, Language in Contact (New York: Publication of Linguistic Circle of New York, 1953)

¹³Robert Lado, Language Teaching (New York: McGraw-Hill, Inc., 1964) p. 40.

The exact degree and nature of each difficulty, and particularly the treatment of it in teaching, must depend largely on the structure of the student's own language.¹⁴

Stevens, also, indicates the important effect of the learner's native language on foreign language learning.

The difficulties and errors of any adult learner are largely determined by the nature of his mother tongue and by the similarities and differences that exist between his mother tongue and the foreign language he is learning.¹⁵

Similarly, Hockett points out that in the mastery of a foreign language,

Apart from pronunciation and morphophonemic difficulties. . . the chief obstacle. . . is the difference between its grammatical core and that of the learner's own language.¹⁶

The assumption that the learner's native language has great effect on his learning of foreign languages emphasizes the importance of contrastive methodology in teaching foreign languages. The contrastive theory assumes that even though each language is arbitrary and unique in its structure, it is possible to compare any two languages in a meaningful way. Further, it is assumed that through contrastive study, difficulties which the learner of one language will have when he learns the other language can be predicted. A contrastive study of the learner's native language with the language to be learned is of great benefit in teaching methods, in the preparation of materials, and in the evaluation of the

¹⁴R.A. Close, English as a Foreign Language, (Cambridge: Harvard University Press, 1963), p. 14.

¹⁵P.D. Stevens, Papers in Language and Language Teaching (London: Oxford University Press, 1965), p. 33.

¹⁶C.F. Hockett, A Course in Modern Linguistics (New York: The MacMillan Company, 1958), p. 137.

learner's achievement. Gleason states the usefulness of the study of contrastive grammar.

Contrastive grammars are most useful in setting up second language teaching materials. They enable an experienced teacher to predict with reasonable success what parts of the language structure will present the greatest difficulties to the learners. Moreover, they commonly define rather precisely the exact nature of those difficulties. . . By clearly defining the problems, contrastive grammars make possible the accumulation of a body of experience dealing with second language teaching.¹⁷

Wider recognition, by linguists and teachers, of the desirability of contrasting two languages, is indicated. Through contrastive studies, more efficient materials can be prepared, particularly in the matter of sequencing the learning burden according to difficulties encountered, instead of purely "traditional-logical" sequence, or in some cases, the lack of any discernible order. The importance of contrastive study in the preparation of foreign language teaching materials is emphasized by Fries as follows:

The most efficient materials are those that are based upon a scientific description of the language to be learned, carefully compared with a parallel description of the language of the learner.¹⁸

Such contrastive study has been a guide for the preparation of teaching materials at most foreign language teaching institutes, such as, The English Learning Institute of Michigan, American Council of Learned Societies, and The Association's Center for Applied Linguistics.

¹⁷H.A. Gleason, Jr. An Introduction to Descriptive Linguistics (New York: Holt, Rinehart and Winston, Inc., 1955), p. 207.

¹⁸Charles C. Fries, op. cit., p. 9.

At these institutes, contrastive analyses of the structure of English with that of other languages are perfected in order to prepare efficient English teaching materials for students of different language backgrounds, and teaching materials in these languages for speakers of English. Realizing the benefit of contrastive study to the teaching of foreign languages, linguists and teachers of different native tongues have also written several articles dealing with partial contrastive study of their native tongues and the languages to be learned.¹⁹

In the teaching process, contrastive study could be very helpful to the teachers. With the help of a systematic comparison of the two languages, the teachers should be in a better position to help the student master the foreign language. Robert Lado gives the following reasons for the relevance of a contrastive study in teaching:

We assume that the student who comes in contact with a foreign language will find some features of it quite easy and other extremely difficult. These elements that are similar to his native language will be simple for him, and those elements that are different will be difficult. The teacher who has made a comparison of the foreign language with the native language of the student will know better what the real learning problems are and can better provide for teaching them. He gains an insight into the linguistic problems involved that cannot be achieved elsewhere.

In practice, a teacher may be called upon to apply this knowledge under various circumstances. He may be asked to evaluate the materials before they are adopted to use. He may be asked to prepare new materials. He may have to supplement the textbook assigned to his class. And he will at all times need to diagnose accurately the difficulties his pupils have in learning each pattern.²⁰

¹⁹Language, Journal of the Linguistic Society of America.
Language Learning, A Journal of Applied Linguistics.
Word, Journal of the Linguistic Circle of New York.
Studies in Linguistics.
International Journal of American Linguistics.

²⁰Robert Lado, Linguistics Across Cultures (Michigan, Ann Arbor: The University of Michigan Press, 1957), p. 2.

Albert Marckwardt also emphasizes the same principles:

We must recognize further that although the teaching materials may aptly reflect the contrastive analysis and be generally predictive of the kind of language interference to be encountered, it is the teacher who makes the immediate applications and who needs to be constantly aware of the significant contrasts.²¹

It should be noted that the contrastive study of any two languages will be of assistance to the foreign language learning and teaching only when it is based on the actual descriptive analyses of the two languages. The introduction of modern linguistic theories has opened the way to a systematic comparison of the grammatical structure of the student's native language and the language to be learned.

II. TRADITIONAL GRAMMAR AND THE LEARNING OF ENGLISH

For many years, teachers have assumed that traditional grammar provided a correct and adequate description of the English language. The English grammar presently taught in many classrooms in Thailand, for instance, is one which consists of rules to be memorized by students who wish to gain competence in English. However, linguists, through close study of the language, have shown that certain limitations of traditional grammar detract from its effectiveness.

One of the defects of traditional grammar which has been criticized by most linguists is its system of **inconsistent definitions**. For example, the definitions for nouns and verbs are based on word meaning; the definitions for adverbs and adjectives are based on function. Besides being inconsistent, the definitions are also

²¹Albert Marckwardt, "Old Paths and New Descriptions", On Teaching English to Speakers of Other Languages (Champaign, Illinois: National Council of Teachers of English, 1964), p. 5.

inaccurate. For example, a verb is defined as a word that expresses action. Words such as arrival, departure, handshake and admission, all express action, but they are not verbs. Native speakers of English say that they are nouns, but, they are not names of a person, place or thing. What criterion should the Thai students use to identify these words?

Equally confusing, an adjective is defined as a word that modifies a noun. 'White', according to this definition, in the structure 'the white building' and 'Education' in 'the Education building' are identical in structure in that they "modify a noun". But the "identity" is misleading in that the white building is the building that is white but the Education building is not the building that is Education.

In addition, criticism has been levelled that the traditional 'parsing' method, which is the only aspect of traditional grammar that deals with structure, makes no advance beyond the ascribing of certain technical terms to parts of the meaning already known."²² Besides revealing little of the structure of English, this approach relies heavily on the intelligence of the students.

Investigators have pointed out that the traditional grammar approach has been ineffective in teaching young students or low ability students to use English. Macauley performed an investigation of the suitability of traditional grammar in the classroom. He stated that traditional grammar was of no benefit to students below the age of fourteen. He concluded his finds as follows:

²²Charles C. Fries, Structure of English (New York: Harcourt, Brace and Co., 1952), p. 55.

1. There is a mistake in the age-placement of grammar teaching in the curriculum; formal grammar should not be taught in the primary school, as it appears to be the time wasted.

2. Grammar should not be taught in the junior secondary school, as comparatively few pupils have the necessary maturity and intelligence.

3. In the senior secondary school, formal grammar might be reserved for the best classes which are usually those following a purely academic course.²³

Meade²⁴ also wrote an article in 1961 reporting a similar investigation. He tested the ability of 104 high school seniors to learn traditional grammar and at the same time he used the California Test of Mental Maturity, Advanced Form, to measure their intelligence. He reported that only the students above the third quartile; ranged from 104 I.Q. to 113 I.Q., had satisfactory knowledge of traditional grammar.

Many teachers believe that teaching traditional grammar will help to improve the students' writing ability. Investigations have been made on the relation between the students' knowledge of traditional grammar and their ability in writing. In 1960, Ingrid Strom reviewed seventy-seven pieces of research on the effect of traditional grammar on writing. She concluded her study as follows:

Research reveals that a knowledge of classificatory grammar has little measurable effect on the ability to express ideas accurately or precisely in writing or speaking.²⁵

Meckel also came to the same conclusion:

²³W.J. Macauley, "The Difficulty of Grammar", The British Journal of Education Psychology, XVII, (November, 1947).

²⁴R.A. Meade, "Who Can Learn Grammar?" The English Journal, L (February, 1961), pp. 87-92.

²⁵Ingrid M. Strom, "Research in Grammar and Usage and Its Implication for Teaching Writing", Bulletin of the School of Education, Indiana University, XXXVI: 5 (September, 1960), p. 14.

Most teachers appear to assume that teaching grammar and usage is an important phase of teaching composition, for surveys of classroom methods have confirmed the fact that grammatical analysis and terminology receive a great deal of attention in English classrooms.

Review of educational research, however, have continually emphasized that instruction in grammar has little effect upon the written language skills of pupils.²⁶

Nora Robinson²⁷ conducted a study with 145 secondary students chosen from both schools that taught little grammar and schools that taught grammar intensively for the purpose of improving students' writing ability. She found no significant differences in the composition scores of the students from the two schools. The correlations between the scores on the grammar tests and the scores on composition writing ranged from 0.31 to 0.57.

Asker²⁸ also reported a similar result in his study of the relationships between grammatical knowledge and the writing ability of university freshmen. The correlation was 0.37.

Segal and Barr examined the correlation among formal grammar, applied grammar and other academic subjects of high school students. They found that the correlation between formal grammar and the ability to apply it was not significant. Segal and Barr concluded the study as follows:

²⁶H.C. Meckel, "Research on Teaching Composition and Literature", Handbook of Research on Teaching, N.L. Gage, Editor (Chicago: Rand McNally and Co., 1963), p. 974.

²⁷Nora Robinson, "The Relation Between the Knowledge of English Grammar and Ability in English Composition", The British Journal of Educational Psychology, XXX (June, 1960), pp.184-186.

²⁸W. Asker, "Does Knowledge of Grammar Function?", School and Society, XVII (January, 1923), pp. 107-111.

The conclusion which may fairly be drawn from the study seems to be that the formal grammar has no immediate transfer value so far as applied English grammar is concerned. The correlation of 0.48 seemingly is caused by factors^{common} to study of all high school subjects and not by specific transfer.²⁹

III. STRUCTURAL GRAMMAR AND THE LEARNING OF ENGLISH

Structural linguists claim that a language is first of all a system, composed of structures within structures; and that a system should be described in a systematic way. They maintain that the description of a language should give the picture of the way the words are formed, of the selection and ordering of these words into larger constructions. Structural linguists reject the description of a language based on semantic definitions. They indicate that a description of a language should describe forms, because meanings are communicated through linguistic forms.

Structural grammar based on Charles C. Fries' work and carried forward by himself and his colleagues, consists of devices that signal structural meanings. The approach of structural grammar is not to concern itself with 'definitions' or 'correctness', but rather, with significant form and word order that constitute the recurring grammatical patterns of the language. What the student needs to learn are patterns of form and arrangement that constitute grammatical devices for signalling structural meanings. As Fries states:

²⁹D. Segal and N.R. Barr, "Relation of Achievement in Formal Grammar to Achievement in Applied Grammar", Journal of Educational Research (December, 1926), p. 402.

The total linguistic meaning of any utterance consists of the lexical meanings of the separate words plus such structural meanings. . . Structural meanings are not just vague matter of contexts, so called; they are fundamental and necessary meanings in every utterance and are signalled by specific and definite devices. It is the devices that signal structural meanings.³⁰

Structural grammar is concerned primarily with discovering the intricate system of contrastive patterns which signal structural meanings in a language. For example: 'The dog is black.', 'The dogs ____ black.' Structural approach opens a way for language teaching to be carried on inductively by allowing the students to examine the language by themselves. With some students, it also promotes the ideal of going "beyond the information" and making discoveries for themselves. Structural grammar is a completely different way of looking at a language because it emphasizes procedures rather than results. In other words, it is concerned with how a sentence is formed rather than what a sentence should be. It holds a promise of more efficient language learning method .

With the introduction of structural grammar into classroom renewed interest has been taken in the relationships between knowledge of structural grammar and ability to write. Studies have been done to compare the effectiveness of structural grammar in this regard as compared to that of traditional grammar. Lena R. Suggs conducted an experiment in the English classes of eleventh grade in Avon Park, Florida, in 1959-1960, using Paul Roberts' Patterns of English with an

³⁰Charles C. Fries, Structure of English (New York: Harcourt, Brace and Co., 1952), p. 55.

experimental group and a traditional grammar with a control group.

She reported:

The results proved that instruction in the English language according to the principles of linguistic science is superior to traditional grammar in its practical application to writing.³¹

Suggs also added:

Understanding a language does mean greater facility in its usage. Comprehension of the nature of the language has pragmatic value in its application to writing and perhaps to other facets of language arts. . . The teacher is sure that the modern form of grammar helped the student to a much better understanding of English.³²

Several studies reported that students taught by structural approach could write better sentences and had a better understanding of the nature of the language. Miller³³ conducted an informal experiment with the seventh grade students in Franklin Junior High School, Munice, Indiana, in 1962. Her experiment indicated that the use of sentence analysis in the structural approach resulted in improved ability to write sentences. She remarked that the structural approach could make grammar an intellectually stimulating subject and could present a truer picture of the English language.

Schuster³⁴ reported that after using Paul Roberts' Patterns of English with students in grade X, XI, and XII in Cheltenham,

³¹Lena R. Suggs, "Structural Grammar Versus Traditional Grammar in Influencing Writing," The English Journal, L (March, 1961) p. 178.

³²Loc. cit.

³³F. Miller, "Structural Plotting for Understanding", The English Journal, LI (December, 1962), pp. 632-639.

³⁴E.H. Schuster, "How Good Is the New Grammar", The English Journal L (September, 1961), pp. 392-397.

Pennsylvania, they made good progress on a grammar test. Burnet³⁵ and Senatore³⁶ also claimed similar success in using the structural approach in teaching grammar with high school and college students. Burnet used the structural approach with college English classes. He claimed that the students achieved a better command of English and made fewer mistakes than when they were taught using traditional grammar. After his experiment with the structural approach in classroom grammar, Senatore also claimed that high school students wrote better sentences. He pointed out that the structural approach had the following advantages:

1. This sentence pattern method reduces the number of grammatical terms a student must learn, identify, and use . . .
2. This method makes the students use the terms and the thought-unit the term symbolizes while he is learning.

7. Students report that this method is the clearest way given them of showing English sentence syntax and patterns.

Mallis also conducted a study on the relationship between the knowledge of structural grammar and the writing ability with high school students, and reported the results of his study as follows:

Their writing has become clearer and more vivid as they have begun to recognize the contribution each part of speech has to make to communication . . . The pattern concept has appealed to those with interest in mathematics or science, and yet has provided for the slower students a simple framework within to develop a complete thought.³⁷

³⁵M. Burnet, "Structural Syntax on the Blackboard", College English, XVI (October, 1954), pp. 38-43.

³⁶J.J. Senatore, "SVO: A Key to Clearer Language Teaching", The English Journal, XLVI (October, 1957), pp. 419-424.

³⁷J. Mallis, "An Experiment with the New Grammar", The English Journal, XLVI (October, 1957), pp. 425-427.

Even though structural grammar has been indicated by several studies to give students a better understanding of English structure and a better command of sentence patterns, there is not sufficient evidence to prove that structural grammar does help in improving the students' composition ability. Miller³⁸ reported that structural grammar was stimulating but did not mention its effect on ability in composition writing. Schuster³⁹ did not attempt to relate the effect of the teaching of structural grammar on the composition writing in his study.

James Sledd pointed out that it was doubtful whether the students' knowledge of grammar would improve their language usage. He said:

. . .there is no substantial body of experimental evidence that a conscious, organized knowledge of the structure of English makes students speak better or write better.⁴⁰

Paul Roberts, a structural grammarian himself, does not seem to think that structural grammar will be a great help in improving the students' ability of composition writing. He has stated clearly:

It is not to be expected that study of the grammar, no matter how good a grammar it is or how carefully it is taught, will effect any enormous improvement in writing.⁴¹

IV. LINGUISTIC STUDIES ON THAI

Since World War II, many studies have been done on the Thai

³⁸F. Miller, op. cit., pp. 632-639.

³⁹E.H. Schuster, op. cit., pp. 392-397.

⁴⁰James Sledd, A Short Introduction to English Grammar (Chicago: Scott, Foresman and Company, 1959), p. 6.

⁴¹Paul Roberts, "Linguistics and the Teaching of Composition", The English Journal, LII (May, 1963), p. 335.

language by applying modern linguistic theories. Many of these are concerned with Thai phonology, but relatively few are concerned with morphology and syntax.⁴² Even though modern contrastive methods have been used in preparing many of the present materials for teaching English to the Thai students, there have been very few studies concerning the learning of English syntax by Thai students.

In 1954 Kanda Sitachitta⁴³ wrote an article about ~~the-con-~~trastive study of English and Thai question sentences. This study, though very brief, shows clearly the structural similarities and structural differences between the English and the Thai question sentences by using the methods of structural grammar. She also brought to light some points of difficulty which the Thai students would have when dealing with English question sentences.

In 1961 Chalao Chaiyaratana⁴⁴ wrote a dissertation entitled "The Comparative Analysis of English and Thai Syntax". This study compared the syntax of the two languages by applying transformational grammar, tracing how sentences in the two languages were generated. It

⁴²Mary Hass, "Beginning Thai" Introductory Lessons in the Pronunciation and Grammar of the Thai Language." Washington, D.C. 1942. "Techniques of Intensifying in Thai", Word,

(II, 1946), pp. 127-130.

"Types of Reduplication in Thai", Studies in Linguistics (V 1, No. 2, 1942), p. 1-6.

"The Use of Numeral Classifiers in Thai", Language (XVII, 1942), pp. 201-205.

⁴³Kanda Sitachitta, "A Brief Comparison of English and Thai questions", Language Learning (V. 5, 1953-1955), pp. 130-132.

⁴⁴Chalao Chaiyaratana, "A Comparative Study of English and Thai Syntax", A Dissertation Abstract XXII, 1961.

also touched on some language learning problems. By comparing English and Thai syntax, she predicted the difficulties English speakers would have in learning Thai and the difficulties that Thai speakers would have in learning English. Though her study was in some ways similar to the present one in investigating points of interference which would arise in the English learning of Thai students, it was in other ways quite different. The present study has concentrated on correspondences and interferences resulting from similarities and differences between two sets of grammatical devices rather than transformational rules for generating sentences.

Recently, Udom Warotamasikkadit⁴⁵ has written a dissertation entitled "Thai Syntax: An Outline". His dissertation was an application of transformational grammar to explain the structure of the Thai language. The Thai grammar written by Chaiyaratana and Warotamasikkadit was different from the Thai grammar taught in schools. The above work using transformational grammar has suggested a new way of looking at the Thai language.

VI. CONCLUSION OF THE RELATED LITERATURE

From the studies summarized, it is clear that problems of language learning are enormous and the process of learning language is very complex. The factors involved in the process of language learning which vary from one situation, and from one social and language background to another, need to be examined.

⁴⁵Udon Warotamasikkadit, "Thai Syntax: An Outline", Texas: University of Texas, 1963 (Unpublished doctoral thesis).

The results presently achieved by Thai students in learning English indicate the need for improvement. Some blame for these unsatisfactory results must be placed on inadequate preparation of teachers. Studies indicate that, in order to be successful in foreign language teaching, teachers do not only need effective teaching materials based on contrastive study, but they themselves also need to have knowledge of how to conduct such study because they may have to apply it during their teaching. In the field of teaching English to speakers of Thai, there are very few contrastive studies on the English and Thai languages which could be of practical use to the teachers of English. Most studies were not written for teachers of English.

By using the methods of structural grammar, the present study aims to investigate the constructions and elements which present difficulties for Thai students who are learning English. Research studies have ~~been~~ pointed out that the teaching of traditional grammar resulted in very little or no improvement in the students' understanding of the English language and in their ability to write. There is also doubt as to whether structural grammar can be of any assistance in improving the students' composition ability. However, it is obvious to most English teachers and students that structural grammar is a better description of the structure of English. Consequently, it has been chosen for this study. The author hopes that this study will be of some practical use to the teachers of English in Thailand.

CHAPTER III
A COMPARISON OF
THE BASIC STATEMENT SENTENCE PATTERNS OF ENGLISH AND THAI

This study concentrates on the mechanics of sentence formation; in other words, the devices which signal the structural meanings of the sentences.

It is difficult to determine which is more important in conveying meanings, the lexical meanings of the separate words or the structural meanings of the grammatical devices used during the utterance. But as Charles C. Fries has stated:

Structural meanings are not just vague matters of the context, so called; they are fundamental and necessary meanings in every utterance and are signalled by specific and definite devices. It is the devices that signal structural meanings which constitute a grammar of a language. The grammar of a language consists of the devices that signal structural meanings.⁴⁶

One cannot speak or understand a language without "knowing" its grammar - not conscious, of course, but in a sense of making proper responses to the devices that signal structural meanings and also of producing the proper signal of his own structural meanings.⁴⁷

Each language has its own contrastive patterns that signal structural meanings.

In English, the devices for signalling structural meanings can be categorized into three major groups: word order, inflection, and function words. Thai is a language employing no inflection as a grammatical device. The basic grammatical device for signalling structural meanings in Thai sentence patterns is word order which is quite similar to English.

⁴⁶Fries, op. cit., p. 56.

⁴⁷Ibid., p. 57.

TABLE II

A COMPARISON OF ENGLISH AND THAI
STATEMENT SENTENCE PATTERNS

ENGLISH	THAI
<u>Pattern 1</u>	
Form: N ₁ + BE + Adj. Adv. N ₁	Form: N + Vadj. Example: mǎe ae súy Form: N ₁ + BE + Adv. N ₁
Example: Mother is pretty.	
Mother is there.	Example: mǎe ae yuu (tǐi) nǎn
Father is a teacher.	p ^h ǎw pen k ^h ruu
<u>Pattern 2</u>	
Form: N + Vintr. + (Adv.)	Form: N + Vintr. + (Adv.)
Example: He walks slowly.	Example: k ^h ǎw dǎn chǎa
<u>Pattern 3</u>	
Form: N ₁ + Vtr. + N ₂ N ₁ + Vtr. + N ₃ + N ₂	Form: N ₁ + Vtr. + N ₂ N ₁ + Vtr. + N ₂ + N ₃
Example: I eat an apple.	Example: chǎn kin áe p-pǎn
Father gives me an apple.	p ^h ǎw hǎy áe p-pǎn chǎn
<u>Pattern 4</u>	
Form: N ₁ + Vmid + N ₂	Form: N ₁ + Vmid + N ₂
Example: He has two houses.	Example: k ^h ǎw mií bǎan sǎw lǎw
<u>Pattern 5</u>	
Form: N ₁ + VL + Adj. N ₁	Form: N ₁ + VL + Adj. N ₁
Example: He looks pale.	Example: k ^h ǎw duu siid-siew
He becomes a thief.	k ^h ǎw klay-pen coon

A comparison of the structure of the English statement sentence patterns with those of the Thai reveals the similarity in layout. The constituents of the patterns are arranged in similar manner: Subject-Verb-(Object). Yet, in spite of all these similarities, the interferences still occur.

Pattern 1

ENGLISH

Form: $N_1 + BE + Adj.$
 Adv.
 N_1

Example: Mother is pretty.
 Mother is there.
 Father is a teacher.

THAI

Form: $N + V_{adj}.$
 Example: mǎe ae sǔy
 Form: $N_1 + BE + Adv.$
 N_1

Example: mǎe ae yùu (tǐi) nǎn
 phǎw pen khruu

(a) Of all the English sentence patterns there is none more difficult and more confusing for Thai students than Pattern 1. The structure of the verb BE does not come very easily to Thai students since it is one of the most irregular verbs in English. While most English verbs have five forms the verb BE has eight different forms: am, is, are, was, were, be, being, been. It also behaves differently from other verbs; it can function either as an auxiliary or as a main verb. For example:

I am going home.

I am a teacher.

Another reason why Thai students find the English verb BE confusing is that it corresponds to several Thai verbs.

He is in class. khǎw yùu nay hōn-rian
 he BE in class

He is a teacher. k^haw^v pen k^hruu^v
 hé BE teacher

That is a book. nân[^] k^hiî^v nân-sîî^v
 that BE book

(b) The structure N + BE + Adj. is rather difficult for Thai students to handle. In Thai, the words that correspond to the English adjectives can function either as an adjective in a noun cluster or as a main verb. For example.

1. As a verb:

maalii suy^v
 Malee beautiful 'Malee is beautiful.'

2. As an adjective:

maalii pen dèk[^] suy^v
 Malee BE child beautiful 'Malee is a beautiful girl.'

Thai adjectives do not occur in the structure: N + BE + Adj., in other words, this structure does not exist in Thai. From the examples above, it is clear that the English structure BE + Adj. is equivalent to the Thai 'Vadj.' As a result, Thai students tend to underdifferentiate the distribution of the English verb BE. They are inclined to omit it in the structure BE + Adj. This kind of interference can be illustrated by the following errors from the samples studied:

I would ____ most famous.
 I will ____ very happy if I am a doctor.
 On the way, it ____ very strange and excited for me.
 I ____ very sad to get the news.
 When we ____ sick we ____ sure that we will ____ better soon
 because today have many doctors and good medicines
 to cure us.

(c) Thai students also have a tendency to confuse English Pattern 1 with Pattern 5:

N₁ + BE + Adj. VS N₁ + VL + Adj.
 N₁ N₁

He is sick.

He gets sick.

He is a teacher.

He becomes a teacher.

In learning new structures which do not have direct equivalents in their own language, the students often try to find a short cut by associating the new structure with the structure in their own language which is most similar. The same approach is often used when students learn the pattern $N + BE + Adj.$ which does not exist in Thai. Thai students are inclined to associate this pattern with the Thai pattern $N + LV + Adj.$ where an adjective functions as a subjective complement. Consequently, the English pattern $N_1 + BE + Adj.$ and $N_1 + LV + Adj.$ appear to be identical. Thai students see no distinction between the verb BE and the linking verb. Besides, the Thai verbs which correspond to the English verb BE function in the same way as the linking verbs and are categorized as belonging to the same class.

(d) The structure of the verb BE with the impersonal 'it' and 'there' poses a real difficulty for Thai students because this kind of structure is equivalent to the Thai subjectless sentences.

ENGLISH

Form: $It + BE + Adj.$

Example: It is very warm today.

Form: $There + BE + N$

Example: There is some rice on the table.

THAI

Form: $Vadj.$

Example: wan-nii r^hoon can
today warm very

Form: $V(mii) + N$

Example: mii k^haaw bon to
have rice on table

The fact that this type of Thai sentences does not have subject makes it difficult for Thai students to handle the English impersonal 'it'

and 'there'. Besides, the impersonal 'it' and 'there' are totally absent in Thai. Thus, Thai students are inclined to form the English sentences in pattern: It + BE + Adj. and There + BE + N, by using Thai subjectless sentence pattern:

1. A Thai sentence can be constructed of a Vadj. and its modifier(s) without a subject, for example;

mīa-khīn-nīi nāaw cān
last night cold very 'It was very cold last night.'

When Thai students carry the Thai subjectless sentence pattern into English, the following incorrect sentences may be expected:

___ Not so cold last night.
At home ___ much warmer than here.
___ So wet and dirty after it rains.

2. The Thai verb 'mii' is equivalent to the structure "there + BE", but is semantically equivalent to the English verb 'have'. This leads to a confusion between the verb BE and the verb 'have', and the omission of the impersonal 'there'. The following errors were found in the compositions studied:

After another year ___ no room for him to sit on the chair.
Then it disappeared and instead of it ___ was a smoke.
When they have free from their work, they are always think
about the good and the happy things that had happened
in their life.
There hasn't any enemy.
When we sick we sure that we will better soon because today
have many doctor and good medicines to cure us.
At school had football match between M.S.4 and M.S.5.
In the circus has many funnies and amusing.

(c) In Thai, there is also another type of sentence whose verb is optional. This is a verbless sentence.

nān nōn (k^hōn) c^han
that brother of I 'That is my brother.'

[^]nan p^hr^ó k^haw k^hii-kiat
 that because he lazy 'That is because he is lazy.'

By comparing the Thai verbless sentence with the English equivalent sentence, it is clear that the slot that is filled by the ^{the} verb BE in English sentence pattern is zero in Thai. The three sentences below indicate that the Thai verbless sentence also results in interference when Thai students learn English.

That ____ why we understand each other well.
 That ____ why the revolution started.
 My birthday ____ on the ninth of January.

Pattern 2

ENGLISH

Form: N + V_{intr.} + (Adv.)

Example: He walks slowly.

THAI

Form: N + V_{intr.} + (Adv.)

Example: K^haw dǎən c^haa

Pattern 2 seems to be easy for Thai students to handle since the arrangement of the basic constituents of the pattern in both English and Thai are exactly the same. Yet interference still occurs.

The intransitive verbs in both languages can be followed by a single-word modifier, a phrase modifier, and a clause modifier. Interference often occurs when the verb modifier is a single-word or a prepositional phrase: Prep. + N.

(a) Thai students often get confused over the positions of single-word modifiers. All the Thai verb modifiers except modifiers of time always occupy the final position in the sentence patterns whereas in English, some are pre-posed, some are post-posed, and some can occur either in a pre-posed or a post-posed position. The contrast and the resemblance in positions of the English and Thai adverbs can be seen

clearly from the chart below:

ENGLISH

THAI

He always drives slowly.

k^haw k^hap c^haa sam^ə
he drive slowly always

He is always sick.

k^haw pua sam^ə
he sick always

She dances gracefully.

t^həə tən yaaⁿ-numnuan
she dance gracefully

She gracefully walks in.

t^həə dæan k^haw-maa yaaⁿ-numnuan
she walk enter gracefully

He will play football tomorrow.

k^haw cà lèn fútbɔn ph^hrūn-níi
he will play football tomorrow

Tomorrow he will play football.

ph^hrūn-níi k^haw cà lèn fútbɔn
tomorrow he will play football

(b) In Thai, the preposition is an optional element employed only to prevent ambiguity. Stylistically, a sentence or a structure without a preposition is preferable in Thai. Consequently, Thai students often omit the preposition which in English is obligatory. Omitting the preposition yields the structure N₁ + V_{intr.} + N₂ for the structure N + V_{intr.} + (Adv.).

He goes ___ school.

k^haw pay roŋ-rian
he go school

He stares ___ her.

k^haw cōŋ t^həə
he stare her

Even more confusing for Thai students are sentences of the structure N₁ + V_{intr.} + N₂, such as;

He runs home.

He stays home.

We go shopping.

ENGLISH

He stays home.

He goes to school.

THAI

kh^haw yùu bâan
he stay home

kh^haw pay Ø roŋ-rian
he go school

The result of this interference can be seen in the following errors found in the compositions studied:

So she goes ___ school by herself.
I get up early ___ five o'clock.
When we reached at the top we looked ___ everything again.
She stumbled ___ the leg of the chair and made some noise
that woke me up.
They listen ___ the music.
He listened ___ the news from the radio.
We stay there ___ two day.

Pattern 3

ENGLISH

Form: N₁ + Vtr. + N₂

N₁ + Vtr. + N₃ + N₂

Example: I eat an apple.

Father gives me an apple.

THAI

Form: N₁ + Vtr. + N₂

N₁ + Vtr. + N₂ + N₃

Example: ch^han kin áe p-pən

p^hǎo hây áe p-pən ch^han

(a) Thai students do not have much difficulty in handling pattern 3 when the verb has only a single direct object: N₁ + Vtr. + N₂.

In both English and Thai, objects are described in terms of the positions they occupy in the sentence patterns. The definition of the English direct object works as well for the direct object in Thai sentence patterns: "when the referent of the Class 1 word (N)* following

*Those in parentheses are terms and symbols of corresponding structural elements used in this study.

the Class 2 word (V) . . . is not the same as the referent of the Class 1 word (N) preceding . . . the second Class 1 word (N) is in the structure of 'object'.⁴⁸

ENGLISH

THAI

He writes a letter

kh^haw kh^hien còdm^hay
he write letter

The teacher punishes the student.

k^hruu loŋ-t^hòt nák-rian
teacher punish student

(b) When the pattern consists of two different types of objects, the arrangement of these two constituents in the sentence patterns in the two languages is different. In English,

whenever two Class 1 words (Ns) follow a Class 2 word (V), and the referent of the two Class 1 words (Ns) are different. . . and there is no function word of group E (Conj.) between the last two Class 1 words (Ns), then the first of these Class 1 words (Ns) is "indirect object" and the second "direct object".⁴⁹

In ^{the} Thai sentence pattern, the position of "direct object" and "indirect object" is reversed: the "direct object" is the N which is immediately attached to the verb. In the structure: N₁ + Vtr. + N₂ + N₃, the N₂ is patterned as "direct object" and the N₃ as "indirect object".

ENGLISH

THAI

S - V - I.O. - D.O.

S - V - D.O. - I.O.

The teacher teacher me English.

k^hruu s^hòn pásà-ànkrit chà^hn
teacher teach language English I

Father gives Dang money.

p^hô^h hây n^han dae ae n^h
father give money Dang

⁴⁸Ibid., p. 192.

⁴⁹Ibid., p. 193.

In English, the positions of direct and indirect objects can be interchanged; the indirect object usually precedes the direct object, but when preceded by a preposition, it comes after the direct object: S - V - D.O. - Prep. - I.O. For example:

Father gives him money.

Father gives money to him.

In the Thai sentence pattern, the positions of these two elements remain the same even though the indirect object is preceded by a preposition:

ph^h๓๓ hāy ๓๓ dae ae ๓
father give money Dang 'Father gives Dang money.'

ph^h๓๓ hāy ๓๓ kae ae dae ae ๓
father give money to Dang 'Father gives money to Dang.'

Since word order is the means to indicate the types of object in both languages, Thai students will have a compulsion to arrange these two elements according to the Thai sentence pattern. The English pattern: S - V - D.O. - Prep. - I.O. is attractive to Thai students since it is similar to the Thai, but they may have a tendency to drop the preposition since it is optional in Thai. The habit of omitting the preposition results in the sentences like:

Father gives money ___ him.

His grandfather gave a little puppy ___ Dang.

He shows his film ___ us.

Pattern 4

ENGLISH

Form: N₁ + Vmid + N₂

Example: He has two houses.

THAI

Form: N₁ + Vmid + N₂

Example: kh^haw mii baan s^h๓ l^h๓

This pattern is easy for Thai students to learn since the basic structures in English and Thai are the same. The students may have some difficulties with the N, but whatever difficulties they have with the N will be discussed in Chapter IV when the difficulties with nominal clusters are discussed.

Pattern 5

ENGLISH

Form: $N_1 + VL + Adj.$
 N_1

Example: He looks pale.

He becomes a thief.

THAI

Form: $N_1 + VL + Adj.$
 N_1

Example: $k^{h\vee}aw$ duu $s^{^}ied-siew$

$k^{h\vee}aw$ klay-pen coon

The high degree of similarity of the structures of the pattern 5 in the two languages makes it very easy for Thai students to have an adequate control over this English pattern.

CHAPTER IV

A COMPARISON OF NOMINAL CLUSTERS AND VERBAL CLUSTERS IN ENGLISH AND THAI

This chapter deals with the two major constituents of English and Thai sentences: Nominal Clusters and Verbal Clusters, to discover the cause of interference for Thai students in handling them. In order to make the study of these two constructions clear, the obligatory grammatical characteristics of their major constituents need to be examined.

I. NOUNS

By function, nouns in both English and Thai are identified in a similar way. They usually function as subjects of verbs: "Birds fly. - nók bin", as objects of verbs: "Mother eats an apple. - mǎe ae kin áep-pen", as object of prepositions: "at school - tii ron-rian", as subject complements: "Father is a teacher. - p^hǎ pen k^hruu " and also occupy the positions occupied by adverbs: "He is coming next Sunday. - k^hǎw cà maa wan-aa-t^hít nǎa". Position is the main criterion to distinguish Thai nouns from other parts of speech.

But in English, nouns are also identified in other ways.

Nouns are marked by three criteria, namely:

1. Derivational suffixes.
2. Inflectional suffixes.
3. Determiners.

Derivational Suffixes

Many English nouns are marked by various derivational suffixes

which are attached to the noun stems or to words belonging to other parts of speech. But as with the position criterion, derivational suffixes cannot always be relied on as noun-markers because some of them also mark other parts of speech as well. The discussion of noun derivational suffixes is beyond the scope of this discussion of this study, therefore, only examples of the most common noun derivational suffixes will be presented here:⁵⁰

(a) added to verbs:

(-age): demurrage, breakage
 (-ance): conveyance, contrivance
 (-er): boiler, sailor, liar, sawyer
 (-ee): payee, employee, draftee
 (-ment): payment, agreement, argument

(b) added to adjectives:

(-ce): abundance, convenience, compliance, independence
 (-cy): consistency, relevancy, intricacy
 (-ity): facility, hostility
 (-ness): happiness, boldness, friendliness, hopelessness
 (-ster): youngster, oldster

(c) added to other nouns:

(-cy): advocacy, democracy, captiancy
 (-er): lifer, liner, outfielder
 (-ian): Mathematician, librarian
 (-ism): Methodism, monarchism, gangsterism
 (-ist): physicist, violinist, Jansenist
 (-ship): friendship, professorship
 (-ster): gangster, roadster, dopster

(d) added to bound stems:

(-ér): carpenter, tailor, porter
 (-ism, -ist): monism, monist, polytheism, communism, Facism
 (-ity): depravity, debility, facility

⁵⁰W.N. Francis, The Structure of American English, (New York: The Ronald Press Company, 1958), p. 240.

The system of derivational suffixing does not exist in Thai. Nevertheless, in a partly similar process, Thai abstract nouns are formed by adding the morpheme 'kan' or 'k^hwaam' in front of verbs or adjectives, for example:

<u>Verb</u>		<u>Abstract Noun</u>	
rák	'to love'	k ^h waam-rák	'love'
sùksǎ	'to study'	kaan-sùksǎ	'education'
pòk k ^h ron	'to govern'	kaan-pòk k ^h ron	'government'
<u>Adjective</u>		<u>Abstract Noun</u>	
dii	'good'	k ^h waam-dii	'goodness'
mîit	'dark'	k ^h waam-mîit	'darkness'
sàjòp	'peaceful'	k ^h waam-sàjòp	'peace'

Thai students may not have difficulty in understanding the English derivational system, but they certainly will have difficulty in identifying the forms of nouns, especially, when they are formed by derivational suffixes which mark other parts of speech as well. However, these forms will also be marked as nouns by noun-determiners and/or inflectional suffixes.

Inflectional Suffixes

Besides other characteristics, English nouns are classified as words belonging to the following inflectional paradigm:

	Stem	Plural -S ₁	Possessive -S ₂	Plural-Possessive -S ₁ + -S ₂
Example	boy	boys	boy's	boys'
	man	men	man's	men's

The noun paradigm indicates two obligatory grammatical characteristics of English nouns, namely; number and case.

Number

The expression of number is essential in English whereas in Thai it is not. Plural markers, and numeral and quantitative words do exist in Thai, but are used only when context requires. Elsewhere, Thai speakers do not concern themselves with number. The conflict between the concept of plurality of English and Thai language systems must be made known to the students from the beginning because this obligatory characteristic results in formal changes through concord, for example: noun-determiner, noun-pronoun, and noun (subject)-verb.

As all teachers of English know, English nouns inflect for number and are categorized by the number inflection into two classes; count nouns and mass nouns. Count nouns are those that can occur with numeral and can be inflected by plural marker: $-S_1: / -iz, -s, -z /$. Mass nouns are uninflected.

The distinction between count nouns and mass nouns in English is syntactically significant since it governs the selection of determiners and the verb forms that accompany the nouns. Singular count nouns must always be accompanied by determiners, and when they occur as subject, take singular verbs. Plural count nouns can occur either by themselves or with certain determiners, and when they occur as subjects, take plural verbs. Mass nouns take singular verbs, but rather bafflingly, occur with the determiners which accompany plural count nouns rather than with those accompany singular count nouns.

As mentioned before, the expression of number is not obligatory in Thai. When required by content, plurality is expressed by means of numeral and quantitative words like 'sǎŋ' (two), 'māk' (much, many), 'lāy' (much, many) which are formally independent of

nouns and do not enforce any formal changes in the nouns they accompany, for example:

dək	k ^h on	nǎŋ	
child	person	one	'a child'
dək	sǎŋ	k ^h on	
child	two	person	'two children'

Thai speakers do not have to concern themselves with the formal changes in nouns. This habit is often transferred into English and thus, causes mistakes in the formal changes enforced by plurality in nouns. Furthermore, the English plural inflection seems irrelevant and redundant to Thai students who regard numeral and quantitative words or quantifiers as an adequate means to express plurality. Consequently, they often omit the plural inflection; plural numbers and determiners will be placed before nouns without any changes in the noun forms, for example; two day, thirty mile, these student, many girl. On the other extreme, some students are overcautious and thus, make a superfluous use of the plural inflection, for example; each weeks, every students, some sheeps. These two kinds of errors can be categorized under the phenomena of underdifferentiation and hypercorrection. A large number of similar type of mistakes were found in the samples studied:

PLURAL INFLECTION OMISSION

A few month later Lucky became bigger and bigger.
 Some time ago there were two boatman.
 Today I have many refreshment to drink when I am thirsty.
 The songs which I teach them are sweet song and easy to sing.
 The children don't have to go to school and grown up person
 don't have to go to work.
 The school stopped for fifteen day.
 We thought that we are mountain climber.
 I would like to meet King Rama V, one of the most famous king
 of Thailand.
 In history there are many the important person.

Besides Adison there are other scientist who made many the
 useful thing for people nowadays.
 My family often go the seaside at Pattaya or Bangsaen and
 stay there two day.
 One of the reason is that it is very useful.
 We can do a lot of thing.
 We can see many different car running along the road.
 He was one of the great pirate.
 A boy received a puppy for a birthday present from his father
 some year ago.
 They were the teacher in Mater Dei School.
 I have two naughty brother.
 Some boat were loaded with green vegetables.
 There are several shop selling tourist souvenir.
 There are many kind of fruit.
 Most of the big girl like to stand on this bridge.
 They also showed us that the people usually use all sort of thing
 to kill themselves.

UNNECESSARY PLURAL INFLECTION

We saw the diamonds, golds and silvers.
 They like to watch fishes in the canal.
 Every trees got the light and their leaves looked like gold.
 Mother always makes special kind of food every weekends.
 This makes the tourists from every parts of the world come to
 Thailand.
 We must interesting in every subjects that we learn in school.
 They can go on every places.
 Every kinds of thing that we need can be found there in the shops.
 Each teenagers are the future of their countries.
 She couldn't do well in this exams.
 After another years no room for him to sit on the easy chair.
 That was the beautiful pictures.
 We may buy a ready-made dress, coat or tie at a lower prices.
 One day a small children names Porn goes into his house.
 It means a white fragrant flowers.
 The most important things, I will try to learn foreign languages.
 They rest at home and do their homeworks.

Case

There is still considerable disagreement about the number of
 cases in modern English, especially between grammarians who emphasize
 form and those emphasize function. However, in regard to form, English
 nouns show distinction in the following two cases: common case and

possessive case. The possessive case is marked by possessive marker: -S₂ or (-'s). The common case is unmarked.

There are also possessive constructions in Thai, but the arrangement of the constituents does not coincide with that of English. A comparison of the construction of the two languages will reveal where the interference occurs:

ENGLISH	THAI
the boy's shirt	sia (k ^h ᵛᵇᵇ) dek shirt of boy
Father's hat	muak (k ^h ᵛᵇᵇ) ph ^h ᵇᵇ hat of father

In Thai, possessiveness is indicated by the morpheme 'k^hᵛᵇᵇ' which is placed before the nouns. But the Thai possessive marker 'k^hᵛᵇᵇ' is optional and the Thai possessive constructions are more commonly formed without it. Without the possessive marker 'k^hᵛᵇᵇ', the possessive is then indicated by the word order of the two successive nouns; the possessor follows the noun possessed, for example:

muak	k ^h ᵛᵇᵇ	ph ^h ᵇᵇ		OR	muak	ph ^h ᵇᵇ
hat	of	father			hat	father

As a result, it is evident that the mistakes which Thai students may make in the English possessive constructions will be either in word order or in the deletion of the possessive inflection.

Thai students feel more comfortable forming possessive constructions by using the possessive marker 'of' than by using the possessive inflection (-'s) since the later is more similar to the Thai possessive marker 'k^hᵛᵇᵇ'. Yet, there is a great tendency for them to drop the possessive marker 'of' or to treat it as an optional element.

The difficulties increase when the students are faced with

the choice of the possessive inflection (-'s) or the possessive marker 'of' for animate and inanimate nouns. The distribution of the possessive inflection (-'s) is restricted to animate nouns. Mistakes under false analogy may be found, for example; the house's roof, the table's leg, the car's wheel, where the possessive inflection (-'s) is used instead of the possessive marker 'of'.

Gender

English nouns are often described as having three genders: masculine, feminine, and neutral. But a closer examination will show that English nouns, similar to Thai nouns, do not have gender in a grammatical sense. Even though there is concord in gender between nouns and pronouns, the concord is not conditioned by the class-gender or the form of the nouns but rather by the natural gender of the nouns or by one's attitude towards the nouns, for example:

ENGLISH	THAI
the boy-he	dèk c ^h ay - k ^h aw [✓] child male he
the girl-she	dèk yī [✓] - t ^h əə [✓] child female she
the ship-it	rīa - man ship it

Since the concept of gender in both English and Thai is similar, Thai students will not have much difficulty in handling the English gender.

Determiners

The distribution of English determiners, especially of articles, constitutes a profound and crucial problem for Thai students.

It is one of the most complicated features in English for Thai students and will probably be learned last. The most common errors involving determiners will occur from the lack of corresponding elements and the lack of syntactic distinction between count nouns and mass nouns in Thai.

English singular count nouns must always be accompanied by determiners. Plural count nouns can occur either by themselves or with determiners. Mass nouns, though singular in form, occur with the determiners that accompany plural count nouns rather than with those accompany singular count nouns.

A. Articles

English articles do not have any comparable equivalent in Thai.

ENGLISH

THAI

a, an, the

Ø

The use of English articles, especially with count nouns, seems troublesome to Thai students. Thai common nouns are not obligatorily marked by determiners. In Thai, nouns are always the first element in nominal clusters, and can always occur by themselves. Consequently, Thai students are likely to discard English articles entirely, or, if they are conscious of the existence of English articles and try to insert them in nominal clusters, very often, they select the wrong one or overuse them. Errors concerning the selection of articles are the most commonly found in the English work of Thai students and are also in the largest number found in this study:

'A' AND 'AN' OMISSION

Mother always makes ___ special kind of food every weekends.
 There are two bedrooms, ___ dining room and ___ kitchen
 My father was ___ bus driver.
 There was ___ old man who had long white hair.
 That old man brought ___ box that lock very strong to my aunt.
 He always spend his free time in the evening for reading on
 ___ easy chair.
 Nittie tried hard in reading ___ uninteresting book.
 On the match was ___ accident.
 At school they had ___ football match.
 It was ___ very good film.
 Her husband went in ___ foreign country.
 I thought it was ___ very happy adventure in my life.
 I dreamed ___ very good dream.
 It was ___ very beautiful nation.
 It was ___ very lovely rabbit.
 I was dreaming about ___ new school in France.
 It made me dream ___ very long time.
 ___ Pupil's duty is to go to school everyday.
 My family left home with ___ private car in the morning on
 Saturday about seven o'clock.
 I was born on ___ lovely home near the sea.
 I am not ___ child.
 When I was young I was ___ naughty one.
 My ambition is to be ___ good nurse.
 My father was ___ business man.
 It is ___ girls' school.
 Every Wednesday we have ___ school meeting.
 It was ___ small city.
 Suddenly I saw ___ crocodile.
 The winner will receive ___ gold medal.
 They are written in ___ easier style for our class.
 She took the dog for ___ walk.

'A' UNNECESSARY

There are a park with a green trees.
 If we have good will between each other, there will be a
 great peace in the world.

'THE' OMISSION

This two days are very important in ___ Buddhist religion.
 John's hens always enter Tom's house because ___ fence was
 broken.
 I came in ___ Royal Palace.
 Since I was ___ only daughter of my parents, they love me very
 much.
 At the end of ___ term, the school had a party.

He went back to ___ army again.
 The girl wrote that on ___ twentieth of November she got up
 early.
 Near the end of ___ game Sukda fell and hurt.
 ___ English language is important to the world.
 I heard only ___ noise of ___ wind.
 Then we went to see ___ equestrian statue of King Chulalongkorn.

'THE' UNNECESSARY

The carpet needs the cushions of air to make they go up.
 I'm sure that everybody like weekends, especially the children
 because they don't have to go to school.
 They rest at home or do their homeworks or watch the television.
 He likes to spend the evening reading the books.
The girls like to go to the shopping centers to buy things.
 At the night she went to see the picture "My Fair Lady".
 I see the shells on the sand.
 Then we go to the Sunday market to buy the orchids.
The flowers were blooming.
 He gave the freedom for Thailand.
 There was the farmers selling their goods.
 I like to climb on the trees.
 It became an amusing song that the children like to sing.
 I help my father such as growing the flowers, digging ground.
 We get up early in the morning to give the food to the monks.
 I was in the Mathayumsuksa three.
 They also told us that the people usually use all sort of thing
 to kill themselves.

'THE' INSTEAD OF 'A' AND 'AN'

I think being the nurse is better than being the tourist.
 On top of this, I want to be the nurse in the village.
 It is the big pagoda.
 One is the Thai film and the other is the Indian film.
 In the evening she saw the picture.
 We can go to see the cinema.
 Not so long ago he was murdered by the bad man who don't like
 and jealous him.
 My aunt sat on the old chair and look outside.
 They stood on the ground that was like the ladder.
 My life began in the peaceful and beautiful village.
 I am living in the tropical country.

'A' INSTEAD OF 'THE'

Sukda fell and hurt so a football match was stopped.
 This day was a last day of this term.

B. Demonstratives

Similar to nouns, English demonstratives inflect for number and their distribution has to be in concord with the noun head. Since Thai speakers scarcely concern themselves with number, and since no concord rule between nouns and determiners exists in Thai, it is predictable that Thai students will select incorrect demonstratives to accompany the nouns. Thai students often overlook the distinction between the demonstratives 'this-these' and 'that-those' because each pair correspond to only one Thai demonstrative:

ENGLISH	THAI
this, these	⁄ nii
that, those	⁄ nan

Consequently, they will confuse the singular and plural forms of English demonstratives; applying 'this' and 'that' where 'these' and 'those' are required, or vice versa, such as:

This two days are very important in Buddhist religion.
 He tried to catch this boys but they ran away.
 We were surprised and sad for this things that we had seen.
 There are many reasons that make me like these English subject.
That people were very kind to me.

C. Others

Mistakes in the selection of other determiners often come from the contrast between the syntactically significant distinction between count nouns and mass nouns in English, and the absence of this distinction in Thai. Since Thai students do not concern themselves with this distinction, the restriction of certain determiners to occur with count nouns and others with mass nouns seems troublesome to them and they are likely to discard it. The most common errors of this type are in

the choice between 'much' and 'many', and 'little' and 'few'. Thai students often associate the Thai quantifier 'māk' with 'many' and, reversely, the quantifier 'nōy' with 'little', and overuse them even where 'much' and 'few' are compulsory, for example:

I have many good food to eat when I am hungry.
 But I was sorry that we had not many time to look all
 over the hospital.
 Every evening he will return home with many money in his
 bowl.
 I had very little bahts left.

The errors on the use of 'every', found in the sample studied, indicate that the students identify 'every' with the Thai morpheme 't^huk', which has a plural meaning and thus, use plural nouns instead of singular to co-occur with 'every':

Every people like weekends.
 I think every people have many memories in their life.
Every trees got the light and their leaves looked like gold.
 Mother always makes special kind of food every weekends.
 We must interesting in every subjects that we learn in school.
 They can go on every places.
Every kinds of things that we need can be found there in the
 shops.
 This makes the tourists from every parts of the world come
 to Thailand.

Pronouns

Even though English pronouns are limited in number, they still constitute a problem for Thai students in selecting the proper forms. The paradigm of personal pronouns is as follows:

SINGULAR

Person	Subject	Object	Prenominal Possessive	Substitutional Possessive
1st	I	me	my	mine
2nd	you	you	your	yours
3rd M	he	him	his	his
F	she	her	hers	hers
N	it	it	its.	its

PLURAL

Person	Subject	Object	Prenominal Possessive	Substitutional Possessive
1st	we	us	our	ours
2nd	you	you	your	yours
3rd	they	them	their	theirs

Comparing the set of Thai pronouns with that of English, it is obvious that there is a lack of correspondence in form between English and Thai pronouns. Thai pronouns, though having many forms and subclasses, have only one common case. The subclasses are due to cultural regulation indicating intimacy and social distinction between the speaker and the listener rather than grammatical positions in the sentence patterns. The regular set of Thai personal pronouns is as follows:

PERSON	SINGULAR	PLURAL
1st	ch ^v an	raw
2nd	kh ^h un	kh ^h un
3rd M (human)	kh ^v aw	kh ^h aw
F (human)	th ^h əə	th ^h əə
Nonhuman	man	man

English personal pronouns consist of four cases: subject, object, and two possessive forms. Each set inflects (by suppletion) for number, person and gender.

Thai personal pronouns have only one set of forms which can occur in both subject and object positions. The possessive form is indicated in a similar way as the nouns: by placing the possessive marker 'k^hŋ' before the pronouns. The English possessive and substitutional possessive forms correspond to the same set of Thai pronoun possessive constructions.

Obviously, Thai students will have difficulty in selecting

appropriate forms of pronouns to be in concord with the antecedents in number and case. They may also confuse the English pronouns third-singular masculine and feminine since this distinction is not very rigid in Thai and the two forms 'k^h_{aw}' and 't^h_{əə}' are interchangeable. The translation equivalent method will give an immediate picture where the interference is:

THAI	ENGLISH
ch ^h _{an}	I, me
kh ^h _{un}	you
kh ^h _{aw}	he, him; they, them
th ^h _{əə}	she, her; they, them
man	it, they, them
raw	we, us
kh ^h _{əŋ} ch ^h _{an}	my mine
kh ^h _{əŋ} kh ^h _{un}	your yours
kh ^h _{əŋ} kh ^h _{aw}	his his their theirs
kh ^h _{əŋ} th ^h _{əə}	her hers their theirs
kh ^h _{əŋ} man	its its their theirs
kh ^h _{əŋ} raw	our ours

The following are errors concerning the selection of pronouns found in the compositions studied:

While he was reading he always called Candy to come near he.

My mother, sister and me listen.

The carpet needs the pilot and the engine to make they move.

The carpet use the cushions of air to make they go up.

Suddenly I heard he shouted.

I think everybody dream when they sleep at night.

Everybody like weekends because it make them free from their work.

Someone want to rest after their hard work.

I pick some flowers and put it in my basket.

The girls recognized these two boatman so she waved at them.

The two girls cried because she was sad.

She was not sure that she could pass the exams because it was difficult.

After that he went to see the pictures and he liked it very much.

I see the shells in the sand. I keep it for my friend.

Jim's hens always go to eat Tom's vegetables. Tom chases it away.

But most of all I like weekends very much because it makes me free from sitting in the hot classroom.

Today we have a postman who will take my letter to our friends in the foreign land.

II. VERBS

By function, both English and Thai verbs occupy a central position of importance in the predicate, for example:

ENGLISH

THAI

He <u>goes</u> to school every day	k ^h aw ^v	pay	roŋ-rian	t ^h uk ^v	wan
	he	go	school	every	day

Father <u>gives</u> me a book.	p ^h aa ^v	h ^a ay	naŋ-sii ^v	ch ^h an ^v
	father	give	book	I

Like the English nouns, the English verbs are marked by three other criteria:

1. Derivational Affixes.
2. Inflectional Suffixes.
3. Verb-Determiners or Auxiliaries.

Derivational Affixes

In a similar way to nouns, many English verbs are marked as such by various derivational affixes which are attached to the verb stems or words belonging to other parts of speech. The most common verb derivational affixes are the following five suffixes and a prefix:⁵¹

- (-ate): implicate, operate, caluminate.
- (-ize): organize, socialize, standardize.
- (-fy): indemnify, beautify, simplify.
- (-ish): finish, furnish, languish.
- (-en): blacken, tighten, hasten.
- (en-): enfold, empower, endure.

The system of identifying verbs by derivational affixes does not exist in the Thai verb system. Thai students will have to familiarize themselves with the preceding forms of affixes which are used to mark English verbs.

⁵¹Ibid., p. 260.

Inflectional Suffixes

English verbs are also classified as words belonging to the following paradigm:

Stem	Present Third-singular (-S ₃)	Past Tense (-D ₁)	Present Participle (-ING ₁)	Past Participle (-D ₂)
dance	dances	danced	dancing	danced
want	wants	wanted	wanting	wanted
teach	teaches	taught	teaching	taught
give	gives	gave	giving	given
go	goes	went	going	gone
do	does	did	doing	done
be	is	was	being	been

The distinction of these five forms are:

1. The stem form usually occurs after 'to' and after modal auxiliaries, such as; to go, to sing, will live, can teach.

2. The present third-singular form is used with singular nouns, words and word groups which can be substituted by he, she, it.

For example:

My brother teaches me how to drive.

Neither of us knows what to do

The present third-singular marker (-S₃) regular forms are: / ɪz - s - z/. as in, teaches, forgets, and knows.

3. The past tense marker (-D₁) regular forms are: / ɪd - t - d/ as in, wanted, talked, and joined.

4. The present participle form usually co-occurs with the auxiliary BE to form verb phrases indicating a progressive aspect, for

example:

He is writing a letter.

She has been working for a few hours.

5. The regular forms of past participle are the same as the past tense: / id - t - d/. The verbs in the past participle form usually occur with the auxiliary 'have' to form verb phrases indicating a perfect aspect, for example:

She has gone home already.

I have been in Canada for two years.

The past participle form also occurs with the auxiliary BE to form the passive, for example:

She was taken to the hospital.

Tom was not elected.

Thai students will, undoubtedly, have great difficulty in handling the English verb forms, especially those of irregular sub-classes like: give, sleep, go, do, be, set and shake. The stem, the third-singular, and present participle forms do not present much difficulty. Problems increase in the forms of past tense and past participle. There are a few verbs which form their past tense and past participle in irregular ways, for example: give, gave, have given; do, did, have done; go, went, have gone; be, was, have been. These sub-classes of verbs increase the difficulties in handling the English verb forms. There is no systematic way of learning them except group by group or sometimes, item by item. However, it is necessary that Thai students know the inflected forms of these verbs since most of them are verbs of high frequency and occur in all forms. Students sometimes

apply false analogy to these subclasses of verbs, try to regularize them, and, thus, come up with errors like the following:

She teached me how to sing a sweet song.
 He spended the evening walking with Bobby in the garden.
 He runned to his father.
 I thinked I was going to die.
 He comed home at eight o'clock.
 "A Tale of Two Cities" was wrote by Charles Dicken.
 She has putted him to bed.

The English and the Thai languages differ considerably in verb forms. Thai verbs have only one form: the stem. The following comparison will show the lack of correspondence.

THAI				taa
ENGLISH	paint	paints	painting	ta

The conflict between the English and the Thai verb forms constitutes a grave problem for Thai students. They tend to transfer their own pattern, which is simpler, to the English verb forms. As can be seen from the following examples, the verbs were uninflected:

My friend was pick a papaya.
 An aeroplane was attack him.
 She was work hard prepare for the exams.
 They are always think about the good and happy things.
 I was dream about a new school in France.
 I was dream about the day I went to England.
 I was scream.
 There was a man who was kill lay on the floor.
 I have finish my homework.
 She understand me.
 I have learn and read many English literature.
 My family arrive at the sea-side.
 When the sun shine I go back at home.

Very often the students are confused as to which verb forms are appropriate, and frequently select the wrong ones. The following incorrect verb forms were found in the compositions studied:

Nittie tried hard to succeeded in reading uninteresting book.

I wanted to found my brother.
 He tried to killed himself.
 I ran to told my mother what I had been seen.
 Last week I went to the country in order to visited my
 cousins.
 My brother and I went out to the wood but didn't told my
 mother.
 I thought everybody did not forgotten him.
 I was sawing a big, big man.
 I knew I was dreamed.
 She afraid that I may be fall down and have danger.
 The enemy surrounded us, but my friends and I can beated
 the enemy.
 We had little water so we can drank a little.
 Once I dreamed I can caught a burglar.
 My mother was so glad that she can't said anything.
 I thought if they caught me they will killed me.
 She can ran far.
Would you allowed me to keep this box in your house?

Verb-Determiners or Auxiliaries

In both English and Thai, auxiliaries function as verb-determiners and are used to co-occur with verbs to form verb phrases. English Auxiliaries can be classified into two subclasses; primary auxiliaries and modal auxiliaries. Primary auxiliaries are 'have', 'BE', and 'do' which can function either as auxiliaries or as main verbs. Modal auxiliaries are those which occur in verb phrases to indicate the modes of the verbs. The English modal auxiliaries are: can-could, may-might, shall-should, will-would, dare, must, need, and ought.

Similar to the English modal auxiliaries, the Thai auxiliaries also enter into verb phrases as mode markers. Since the function of auxiliaries in verb phrases will be discussed in more detail in the section on verb phrases, only a chart to show the inadequate correspondence between English and Thai auxiliaries will be presented here:

ENGLISH	THAI
have	∅
be	∅
do	∅
can	saa-maat
could	
may	aat
might	
shall	ca
should	
will	
would	
dare	klaa
must	ton
need	
ought	k ^h uan

As a result of the lack of correspondence between Thai auxiliaries and English ones, it is predictable that Thai students will have difficulty in selecting the appropriate English auxiliaries. They may have a tendency to overlook the distinctions among English auxiliaries which have the same Thai equivalents.

None-Finite Verbs

The problem of selecting appropriate verb forms increases in difficulty when infinitive and participle forms function either as nouns or modifiers. In Thai, finite and non-finite verbs are distinguished only by their positions. The conflict here rests on

formal changes in English versus word order in Thai. This problem is quite critical since an inappropriate verb form yields an ungrammatical construction.

Thai students are likely to discard the formal changes of the verbs or confuse them together. The following errors illustrate the difficulty that Thai students have with English non-finite verb forms:

INFINITIVE FOR 'ING' FORM

My brother like sail the boat very much.
 My mother does not like swim.
 There are two bands play at Lumpini.
 She was work hard prepare for the exams.
 There was a man who was kill lay on the floor.
 I can rest after finish my lessons.
 My carpet will be strong enough for travel.
 I'll be skillful in drive it.

'ED' FORM FOR 'ING' FORM

I saw a big tiger stood in front of me.
 A few minute later I saw some boy scouts and firemen tried to stop the fire.
 I saw a large group of people run toward it.
 Instead of stayed at home, he spent his life in a boat sold his work.
 I saw five men walked toward us.
 When my mother stopped wept, my mother and my grandmother talked together.
 I dreamed that I saw her stood in the room and done everything as if she was alive.

'ING' FORM FOR INFINITIVE

People who like travelling go to the country to seeing views or go to the seaside.
 He always called to Candy to sitting on his knees.

'ED' FORM FOR INFINITIVE

I wanted to found my brother.
 Nittie tried hard to succeded in reading uninteresting book.
 He tried to killed himself.
 I ran to told my mother what I had been seen.
 Last week I went to the country in order to visited my cousins.
 He allowed the puppy to sat on his knees.

'TO' OMITTED

I would make research in medicine cure diseases.
 But everybody wants their dreams come true.
 If I want go from one place to other place, I can go by
 bus or by car.
 My brother like sail a boat very much.
 My mother does not like swim.

III. ADJECTIVES AND ADVERBS

In Thai, it is hardly possible to distinguish adverbs from adjectives by their form. The words that correspond to the English adjectives, besides being able to function as true verbs (Vadj.), can also function as adverbs modifying verbs, for example:

1. As an adjective:

maalii pen dek suy
 Malee BE child beautiful 'Malee is a beautiful girl'

2. As an adverb:

maalii ram suy
 Malee dance beautiful 'Malee dances beautifully.'

Word order is the only criterion for distinguishing them. As a result, Thai students will often fail to observe the formal distinction between the English adjectives and adverbs, and use adjective forms where adverb forms are required, as can be seen in the following sentences:

The old man brought box that lock very strong to my aunt.
 The sun was very beautiful shining when we left the house.
 Paul could sit comfortable on the easy chair with the puppy
 on his knees.
 My mother and I hurried went out to see what had happened.
 She touched me gentle on my forehead.

However, in English it is also difficult to distinguish these two classes from one another by form. Many English adjectives and adverbs have the same ending forms, in other words, many adjective and

adverb derivational and inflectional suffixes are identical. English adverbs are commonly defined as words which are formed by adjectives plus the derivational suffix '-ly'. This type of adverb is distinguished from adjectives ending in '-ly' by the fact that their stems are adjectives, while the stems of adjectives are nouns or base forms, for example:

ADJECTIVES	ADVERBS
Noun or Base + (-ly)	Adjectives + (-ly)
friendly	strangely
manly	beautifully
fatherly	usefully

Nevertheless, there are a few adjectives which are formed in a similar way to adverbs, for example:

good-goodly: to be good, a goodly sum of money.

dead-deadly: to be dead, a deadly poison.

kind-kindly: to be kind, a kindly manner.

There is also a group of words which can function either as adjectives or adverbs without any changes in form, such as: hard, fast, early, late, straight, quick, slow.

ADJECTIVES	ADVERBS
a <u>hard</u> worker.	He works <u>hard</u> .
an <u>early</u> arrival.	He arrives <u>early</u> .
a <u>straight</u> walk.	He walks <u>straight</u> .

Both adjectives and adverbs are marked by a group of words called qualifiers which usually occupy the position right before them to indicate their degree of meaning, such as:

ADJECTIVES

a very happy man.

He is rather slow.

He is quite mad.

ADVERBS

He lives very happily.

He walks rather slowly.

He comes quite regularly.

In Thai, the degree of meaning of adjectives and adverbs is indicated by qualifiers which are usually placed after the adjectives or adverbs, for example:

t^həə súy māk

she beautiful many

'She is very beautiful.'

t^həə ram dii mian-kan

she dance good quite

'She dances quite well.'

The degree of meaning of Thai adjectives and adverbs can also be indicated by means of reduplicating the adjectives or the adverbs with the heightening of the tone of the first element into a high one, for example:

 / v
súy súy
beautiful beautiful

'very beautiful' or 'very
beautifully'

 / v
dii dii
good good

'very good' or 'very well'

Thai students often have difficulty with the English qualifier 'very' since it is equivalent to the Thai morpheme 'māk' which is also the equivalent of the English 'much, many'. Consequently, Thai students often use 'very much' instead of 'very'. And, because of the conflict in position between the English and Thai qualifiers, Thai students may carry the Thai pattern over to English; placing the qualifiers after the adjectives and adverbs modified, such as:

We work hard very much.

He felt frightened very much.

She is charming very much.

I can see clearly very much.
 They were all hot; hot very much.

Another area of conflict concerns the comparison of adjectives and adverbs. Nearly all one-syllable and some two-syllable English adjectives, and some one and two-syllable adverbs except a few irregular ones, follow the paradigm charted below to form the comparative and superlative degrees:

Stem	Comparative (-ER)	Superlative (-EST)
fast	faster	fastest
happy	happier	happiest
shallow	shallower	shallowest
soon	sooner	soonest

Other adjectives and adverbs form the comparative and superlative by placing 'more' and 'most' before them, for example: beautiful, more beautiful, most beautiful; carefully, more carefully, most carefully.

The comparative and superlative of Thai adjectives and adverbs are formed by placing the morpheme 'kwaa' and the morpheme 't^hii-sut' respectively, after the adjective and adverbs. For example:

√ suy beautiful beautifully	√ suy kwaa more beautiful more beautifully	√ suy t ^h ii-sut most beautiful most beautifully
dii good well	dii kwaa better	dii t ^h ii-sut best

As can be seen from the preceding examples, the English comparison is more complicated than the Thai. Besides the irregular forms which they have to learn item by item, the students have to

distinguish between the group of adjectives and adverbs that form the comparative and superlative by inflectional suffixes and the group of those that form them by taking 'more' and 'most'. There is a great tendency for Thai students to neglect this distinction, and thus, use 'more' and 'most' where the inflectional suffixes (-ER) and (-EST) are required.

IV. PREPOSITIONS

Prepositions function similarly in both English and Thai, but, as mentioned before in Chapter II (Pattern 2), the preposition in Thai is an optional element employed only to clarify the meaning which would otherwise be ambiguous. Besides, a sentence or a structure without a preposition is preferable in Thai. Thus, it is predictable that Thai students will carry this habit over to English and, as a consequence, discard the preposition which is an obligatory element in English. The following errors were found in the compositions studied:

Sukda stayed __ M.S. III.
 Some time I stayed at home watching the television,
 listening __ the radio and records.
 There is a band for people to go to listen __ the music.
 He listened __ the news from the radio.
 She stumbled __ the leg of the chair and made some noise
 that woke me up.
 But while I was thinking I ran and stumble __ the stone.
 My family often go __ the seaside at Pataya or Bangsean
 and stay there __ two day.
 So she goes __ school by herself.
 My family arrive __ the seaside __ about half past eleven
 and lunch there.
 I get up early __ five o'clock.
 My family left home with private car in the morning on
 Saturday __ about seven o'clock.
 Next day in the morning __ about half past eight my family
 left the seaside.
 When we reached at the top we looked __ everything again.

The selection of appropriate prepositions is one of the most difficult features in English for Thai students. Most English prepositions have direct translation equivalents in Thai. But Thai prepositions are selected largely by their meanings while, in most cases, the selection of English prepositions is not governed by their separate meaning. In certain instances, the selection of English prepositions depends on the words or phrases which follow them, for example: at four o'clock, on Sunday, in August, in 1967, by bus, on foot. In other instances, it depends on the preceding words, for example: to aim at, to boast about, to listen to, the aim of, the solution to, the question of, opposite to, different from, identical with. In some instances, the selection of prepositions has to be according to whether the nouns following are animate or inanimate, for example: to be angry with someone, to be angry about something. There is no system in the distribution of English prepositions. It can be learned only by practising item by item or group by group.

Most difficulties in handling English prepositions involve prepositions referring to time and location.

Referring to a certain point of time, Thai usually employs the preposition 'mîa', while English employs either 'at', 'on' or 'in', for example:

ENGLISH	THAI
<u>at</u> four o'clock	<u>mîa</u> sii mon at four o'clock
<u>on</u> Sunday	<u>mîa</u> wan aa-thít at day sun
<u>in</u> August	<u>mîa</u> dian sin [✓] hak [✓] hom in month August

As a result, Thai students may use the preposition 'at' which is a direct translation equivalent of the Thai preposition 'mīa' in the place of 'on' and 'in', for example:

At 1st day of the new year we get up early in the morning to give the food to the monks.

At the 24th, they go to school and play games or have party.

In the same manner, Thai employs the preposition 'nay' which is equivalent to English 'in' to refer to a period of time:

ENGLISH	THAI
<u>at</u> present	<u>nay</u> pāt'cūban in present
<u>in</u> the future	<u>nay</u> ānaakōt in future
<u>at</u> night	<u>nay</u> weelaa klaŋ-kiin in time night
<u>in</u> the morning	<u>nay</u> weelaa c'h'aw in time morning

Thai students will carry the Thai patterns over to English and form the structures like:

In night I dreamed that I found a pretty dog in my garden.
At Hua Hin in night, there is a band for people to go to listen the music.

In present his body was carried to the bury in the church.

In referring to location, the English prepositions 'to' and 'into' seem superfluous to Thai students who are accustomed to expressing motion by the verb itself rather than by the preposition, for example:

kh ^h aw [∨] wiŋ [^] - pay t ^h ii [^] rōt	
he run go at car	'He runs <u>to</u> the car.'
ph ^h ɔɔ kh ^h aw-pay <u>nay</u> hōŋ	
father enter go in room	'Father goes <u>into</u> the room.'

Because of this concept of motion, Thai students tend to use the prepositions 'at' and 'in' where 'to' and 'into', respectively,

are required. This type of error can be seen in the following sentences:

Last month I went at Grand Theatre.
 Suddenly I saw a young man float through the air down at me.
 I went at my bed early.
 Her husband went at foreign country.
 When the hens go in Tom's place Tom drives away them.
 I brought it in my room.
 I came in Royal Palace where the King IV used to live.
 When my friends and I went in the room we were very
 surprised and sad for this things that we had seen.
 I saw an old man and an old woman came in the shop.
 There was a young man who came in this tunnel and help us.
 Many people tried to get in his house.
 If I get in danger my friend will help me.

Thai students often fail to observe the distinction between the English prepositions 'between' and 'among' since both of them are equivalent to the Thai 'rawaan' which can refer to either two or more persons, for example:

rawaan	k ^h waam-dii	lae	k ^h waam-ch ^h ua	
between	goodness	and	evil	'between goodness and evil'
kan-lae	ae k-plien	k ^h waam-k ^h it-hen	rawaan	nak-rian
exchange		idea	among	student
				'the exchange of ideas among the students.'

As a result, Thai students will confuse the English prepositions 'between' and 'among' together. This type of mistake can be illustrated by the following sentences:

If we have good will between us, there will be a great peace in the world.
 At the 24th, they go to school and play games or have party between their classmates.

A number of mistakes also occur because the students overuse the English prepositions, such as:

Then she went home with happily.
 She passed in her exam.
 When we reached at the middle we saw below.

When we reached at the top we looked everything again.
 Otherwise they allow for someone who want to dance.
 I visit to him.
 I go to shopping with my mother or sisters.
 When the sun shine I go back at home.
 We didn't go to home.
 It happened at one day when my teacher took her students
 to the hospital.
At there I saw a very tall ghost with an ugly face.
 Everybody praises me in the next morning.

V. NOMINAL CLUSTERS

A nominal cluster is a group of words which can be substituted for a noun in some or in all positions. It consists of a noun head and all its modifiers, both pre-posed and post-posed.

English nouns clusters can be divided into two divisions: a noun head + prenominal modifiers which form a pre-modification pattern, and a noun head + postnominal modifiers which form a post-modification pattern. Modifiers which are single words usually precede the noun head, for example: This large college auditorium. Modifiers which are groups of words usually follow the noun head, for example: a student from Thailand.

Thai noun clusters are arranged in a different manner. They consist of noun heads and postnominal modifiers. Contrary to the English form, the noun head of a Thai nominal cluster always occupies the initial position in the modification pattern. All modifiers, both single-words and groups of words always follow the noun head, for example:

<u>kulāp</u>	<u>dae ae n</u>	<u>nay suan</u>	
rose	red	in garden	'a red rose in the garden.'

It can be predicted from the beginning that Thai students will have difficulties with the word order of the English nominal

clusters. They are likely to put English modifiers after the noun head to follow the Thai modification pattern. A comparison of the structures of the English and Thai nominal clusters in detail will make apparent how complicated the conflicts are.

English Nominal Cluster⁵²

English Nominal Cluster: Prenominal Modifiers

English single-word modifiers usually precede the noun head, for example: all children, her books, the first child, many Canadian university students. When these modifiers occur in the same nominal cluster, their positions are in a specific order. The structure of English nominal clusters can be charted as in Table III.

English Nominal Cluster: Postnominal Modifiers

Modifiers which are placed after the noun head may be either single words or groups of words, for example: children outside; the show yesterday; the traveller, tired and hungry; the woman in the car; the town where he lives. English postnominal modifiers can be classified into:

1. Word Modifiers. Word modifiers usually occur after the noun head under the following conditions:

(a) When they occur in a series, for example:

'The traveller, tired and hungry, walked straight to the restaurant.

'His father, happy and proud, patted him on his shoulder.

TABLE III

ENGLISH NOMINAL CLUSTER : PRENOMINAL MODIFIERS

V	IV	III	II	I	NH
Pre-determiner	Determiner	Postdeterminer	Adjective	Noun	
all	A.Articles	Cardinal	pink	silk	
both	a/an/the	numbers:	blue	iron	
half	Poss.Adjs.	1,2,3, ---	old	silver	
a lot of	her	Ordinal	new	school	
a few of	his	number:	high	university	
most of	its	first, second,	low	paper	
	my	-----last	pretty	leather	
	our	few	ugly	plastic	
	your	little(quantity)	silken	summer	
	thier	many	wooden	autumn	
	Demonstra-	several	Thai	winter	
	tives	single	English	Poss. of	
	this	double	Canadian	common nouns	
	that	Poss. of	Poss. of	girl's	
	these	common nouns	common nouns		
	those	children's	girl's		
	B. some				
	any				
	each				
	another				
	either				
	neither				
	whose				
	Poss. of				
	nouns				
	Smith's				

(b) When they themselves are modified, for example:

'The girl, extremely embarrassed, ran away.'

'Can you imagine anything more pitiful?'

(c) Some uninflected words, usually having a place or time meaning, when functioning as nominal modifiers, occur after the noun head, for example:

'The children outside.'

'The show yesterday.'

2. Phrase Modifiers. Phrase Modifiers fall into four divisions:

(a) Prepositional phrase:

'The student from Thailand.'

(b) Participle phrase, -ing:

'The boy, having been waiting for an hour,

(c) Participle phrase, -ed:

'The young boy, frightened by the sound of thunder,

(d) Infinitive phrase, to-:

'The student has a question to ask.'

3. Clause Modifiers. Clause modifiers are usually introduced by relatives, for example:

'The town where he lives.'

When occurring in the same nominal clusters, these three classes of postnominal modifiers are usually in the 'word-phrase-clause' order, for example:

'The house, old but lovely, at the corner, which was burnt down yesterday, belonged to Mr. Smith.

'The lady upstairs in Room 20, who has two lovely poodles, is sick.

Thai Nominal Clusters

The arrangement of the constituents of Thai nominal clusters differs considerably from that of English. All Thai modifiers; single-word modifiers, phrase modifiers, and clause modifiers, are postnominal.

Besides, there is a class of numeral classifiers which are employed when the nouns are modified by quantifiers, such as: lăy (much, many), bāaŋ (some), cèd (seven); demonstratives, such as: níi (this, these), nán (that, those); or adjectives, such as: sŭy (beautiful), lék (small). A classifier is obligatory when the noun is accompanied by a quantifier, elsewhere it is optional, for example:

māa	cèd	tua		
dog	seven	Class.		'seven dogs'
māa	tua	lék		
dog	Class.	small		'small dog(s)'
OR				
māa	lék			
dog	small			'small dog(s)'

The word order of Thai nominal clusters is: NH + (Class.) + Adj. + Quant. + Class. + Phrase Mod. + Clause Mod. + (Class.) + Dem., for example:

ch ^h an	ch ^h əp	kulap	dae ae ŋ	sŏŋ	dòk	nay	suan	sŏŋ	kamlaŋ
I	like	rose	red	two	Class.	in	garden	which	BE-ing
	cā	baan	nán						
	will	bloom	that						

'I like those two red roses in the garden which are going to bloom.'

The Tables following, comparing the structures of the English and Thai nominal clusters, will reveal where the interference occurs:

TABLE IV

ENGLISH NOMINAL CLUSTERS
PRENOMINAL MODIFIERS + NH + POSTNOMINAL MODIFIERS

Pre-Det.	Post-Det.	Adj.	Noun	NH	Word Mod.	Phrase Mod.	Clause Mod.
All	the	nine	young college	students	here	in this class	who came from Thailand
	Every	beautiful	Thai	doll	here	displayed on the window	which is handmade

TABLE V

THAI NOMINAL CLUSTERS:
NH + POSTNOMINAL MODIFIERS

NH	Noun	Adj.	Quant.	Class.	Phrase Mod.	Clause Mod.	Dem.
nák-rian	wittayalay	t ^h an	kāaw	khon	tii-nii	nay	sing maa caak nan
student	college	all	nine	Class.	here	in	which come from that
	num				hon	nii	prath ^h et t ^h ay
	young				room	this	country Thai
tukkata	t ^h ay	suy	suy	t ^h uk	tua		sing sadae ae n
doll	Thai	beautiful	every	Class			which display
							tii naa-taan
							at window
							sing t ^h am dua
							which made with
							mii
							hand

In handling English nominal clusters, Thai students may not have much difficulty with the postnominal modifiers since they occur in similar positions and order as in Thai. It is obvious that the interference will arise because of the lack of comparable structure of pre-modification in Thai. Thai students will, undoubtedly, have a tendency to place the English prenominal modifiers in postnominal positions, such as:

I saw lot of sight-seeing very beautiful.
 My grand-father was an old man blind.
 I would like to be a student university.
 My parents gave me a necklet pearl.
 There are a match football at school.
 He was the president 36th of U.S.A.
 I would like to have sugar a little more.

Thai students will also have difficulty in using the participle phrase modifiers, -ed and -ing, in nominal clusters.

Participle phrase modifiers do not exist in Thai. The English participle phrase modifiers are equivalent to the Thai relative clause modifiers, for example:

ENGLISH

THAI

'the doll displayed on the window.'

túkkata sîṇ sàd ae ae ṇ tîi nâa-taṇ
doll which display at window

'the girl sitting in the swing.'

dèk sîṇ nāṇ (tîi) chîṇ-chá
child which sit at swing

As a consequence, Thai students will try to avoid the English participle phrase modifiers and form them into relative clause modifiers.

VI. VERBAL CLUSTERS

A verbal cluster is a group of words which can be substituted for a verb in some or in all positions. It consists of a verb, which is the head of the construction, and its complements and modifiers, both pre-posed and post-posed.

Since the structure of verbal clusters, including its objects and compliments, has already been discussed in Chapter III, the discussion in this section will be limited to verbal clusters, including modifiers.

To make the study orderly, it is necessary to examine first the verb phrase structures of the two languages before comparing the verbal clusters. A verb phrase is a sequence of verb forms which can replace a simple verb in both tenses. Besides the obligatory tense, it consists of a main verb and its auxiliaries.

English Verb Phrases

English verb phrases can be divided into two patterns: the primary pattern, which contains forms of primary auxiliaries and a

main verb; and the secondary pattern, which contains a modal auxiliary and a main verb.⁵³

The basic paradigm of sixteen possible forms in the primary pattern is as follows:⁵⁴

1.	takes			
2.	took			
3.	is		taking	
4.	was		taking	
5.	has	taken		
6.	had	taken		
7.	has	been	taking	
8.	had	been	taking	
9.	is			taken
10.	was			taken
11.	is		being	taken
12.	was		being	taken
13.	has	been		taken
14.	had	been		taken
15.	has	been	being	taken
16.	had	been	being	taken

The secondary pattern is an extension of the primary. A modal auxiliary occurs in the initial position, behaving, also, as a tense marker carrier. The paradigm of secondary pattern is:⁵⁵

1.	will	take			
2.	would	take			
3.	will	be		taking	
4.	would	be		taking	
5.	will	have	taken		
6.	would	have	taken		
7.	will	have	been	taking	
8.	would	have	been	taking	
9.	will	be			taken
10.	would	be			taken
11.	will	be		being	taken
12.	would	be		being	taken
13.	will	have	been		taken
14.	would	have	been		taken
15.	will	have	been	being	taken
16.	would	have	been	being	taken

⁵³F.R. Palmer, A Linguistic Study of English Verb (London: Longmans, Green and Co. Ltd., 1965), p. 55.

⁵⁴Ibid., p. 56.

⁵⁵Ibid., p. 105.

The two paradigms indicate the five elements which enter English verb phrases:

1. Tense (Present and Past)
2. Modal Auxiliaries
3. Perfect (have + -en)
4. Progressive (be +-ing)
5. Passive (be + -en)

Grammatically, these five elements are co-occurrent except when accompanying some verbs whose semantic content or grammatical characteristics do not allow to occur in Progressive or Passive forms.

Thai Verb Phrases

Besides a main verb, a Thai verb phrase consists of the following four elements:

1. Modal Auxiliaries
2. Perfect (lāe ae w)
3. Progressive (kamlaŋ)
4. Passive (t^huuk)

Similar to English, these four elements can always co-occur:

- | | | | |
|----|-----------|--------------------|--------------|
| 1. | | tii | |
| 2. | cā | tii | |
| 3. | cā kamlaŋ | tii | |
| 4. | cā | tii | lāe ae w |
| 5. | cā kamlaŋ | tii | lāe ae w |
| 6. | cā | t ^h uuk | tii |
| 7. | cā kamlaŋ | t ^h uuk | tii |
| 8. | cā kamlaŋ | t ^h uuk | tii lāe ae w |

All Thai verbs and auxiliaries have only one form. In forming a verb phrase, they are only juxtaposed in their patterned order without undergoing any morphophonemic changes.

Handling English verb phrases is one of the major learning problems of Thai students. A comparison of the constituents of English and Thai verb phrases will show where the conflicts lie.

Tense

Tense is an obligatory element in English verb phrases. The first element of the verb phrase always carries the inflectional tense markers (-S₃) and (-D₁). If the main verb occurs with the obligatory tense marker alone, it also behaves as a tense marker carrier. If more than one element is involved, the first auxiliary is the one to carry the inflectional tense marker.

In Thai, no tense marker exists in verb phrases. The verb has only one form which, without any specific time indicator, can be understood in any tense, for example:

ph^hǎn pen kh^hruu
father BE teacher 'Father is/was a teacher.'

If the utterance is referring to a certain point of time, Thai employs separate time expressions juxtaposing in their position, such as:

ch^han ph^hob t^hǎa
I meet her 'I meet/met her.'

ch^han ph^hob t^hǎa mǎa-waan-nii
I meet her yesterday 'I met her yesterday.'

It is apparent that Thai students may overlook the contrastive forms of the English verbal elements conditioned by tense markers

since this system does not exist in Thai. The English notion of time in connection with tense is cumbersome and redundant to Thai students who regard time as an entity separate from the verb phrase.

In Thai, the context and time-indicators are the major means of indicating time. Thus, in writing compositions referring to the events in the past, Thai students sometimes use the words like "yesterday", "last night", "last year", to indicate the time, but write the compositions in the present tense or in the uninflected verb form. The following paragraphs were found among the compositions studied:

Last night I dream I go to Songkla for a holiday with my family and I have many friends. Some are good and some are bad but we play together. One day I go to the forest to play with them. We play until the sun sink. We want to come back home but nobody can remember the way. We are hungry and afraid. At last the night comes. It is the time for wild animals come out to find food. Suddenly we find a hungry tiger. We are afraid and crying . . .

Last night I have a sweet and wonderful dream. I dream that I walk to a palace. I saw a gold bird. It can sing. It is very pretty. Its feather is very soft and clean. It calls me to sit near it and it sings a song to me . . .

Last night I go to bed at nine o'clock. I dreamed that I travelled around the world. I am interested in many things which are beautiful and important such as Piramid and Fujiyama. I like Paris very much because it is a very beautiful city. I met Miss Universe in Miama. She is very beautiful and charming girl. I am very happy . . .

My family left home with private car in the morning last Saturday about seven o'clock. My family arrive the seaside about half past eleven and lunch there. After lunch I walk with my brother and my sister and play at the shore. It is very enjoy. About two or three o'clock my brother and I bring the boat out to the sea and sail the boat. My brother like sail very much and I like too. When I sail the boat enough I go to swim with my father but my mother does not like swim and she can't swim. In the evening my sister and I go to look for the shells at the shore. Next day in the morning about half past eight my family left the seaside . . .

This kind of error may arise from the fact that Thai verbs

make no distinction in form between present and past tenses whose distinction is obligatory in the English verb system. Since Thai speakers scarcely concern themselves with tense when forming a Thai verb phrase, they have a tendency to fail to observe the contrastive features of the present and past tenses in English verb phrases. The most common English verb errors found in the samples were the misuse of the present and the past tense:

PRESENT TENSE FOR PAST TENSE

When I wake up in the morning, I like my dream last night very much.

We could climb very quickly and thought that we are the mountain climber.

I walked, dance around the park, pick some flowers and put it in my basket.

There was no room for Porn to sit because the big Puppy needs all the chair.

When the sun sets he returned home as quickly as possible.

My family left the seaside and arrive home.

I ran into their bedroom and thank for them.

She gets up early and took the dog for a walk at six o'clock.

We expected it isn't too difficult to climb to the top of the hill.

But not so long ago he was murdered by the bad man who don't like and jealous him.

I dreamed that I walk to a palace.

I told her that I am glad.

Last night I dreamed that I go to Songkla for a holidays.

It led me in the air and stops at the wonderful place.

Everybody praises me the next morning.

Last night I dream I went to my friend's house.

When my mother stop wept, my mother and my grandmother talked together.

When I opened my eyes I 'm not in the forest, but I was in my room under my bed.

Suddenly they ran to me and catch me. I cry loudly and they threaten if I cry they will killed me.

It was eight years ago that the man breaks his promise.

My aunt sat on the old chair and look out to the outside.

PAST TENSE FOR PRESENT TENSE

Someone wants to rest after their hard work, probably stayed at home listening to the radio.

She always forgives me when I did something wrong.

When I slept I always dream.

The tiger and elephant are fierce but the man could to feed them.

I think everybody dreamed when they sleep in night.

After we had dinner, my eldest sister, my brother and I always enjoy singing and playing music together.

This year I learned English literature.

Errors also occur because the students fail to observe the formal concord in number and person between the subject and the verb in the present tense which is grammatically significant in English. English verbs inflect for present-third-singular (-S₃), for example: 'The boy sees the girl.' Elsewhere the verbs are in the simple base form: 'I see the girl.' or 'The boys see the girl.'

In Thai, the concord between the subject and the verb does not exist. As mentioned before, Thai is an uninflected language. Thai nouns and verbs do not carry person and number meanings in themselves.

Errors in the concord between the subject and the verb are very frequent in the English work of Thai students, for example:

Some likes to spend their weekends at the seaside.

The English people was kind to me.

There was the farmers selling their goods.

The doctors and nurses were helping the people who was hurt.

Everybody like weekends.

It make them free from their daily work.

Someone want to rest after their hard work.

Someone want to be a teacher.

At present someone earn his life very comfortably.

Somebody go to the country for picnic.

Everybody want their dream come true.

Everybody like going there only in the summer.

He always spend his free time in the evening for reading on easy chair.

Tom drive away them.

Some family stay at home.

Every school go to respect King Rama's monument.

On those day everybody don't work.

This make the house of the people lighted.

My family arrive at the seaside.

When the sunshine I go back at home.

She understand me.

A good person is a person who do well his duty.

"The Pardoner's Tale" is not true but it give a lesson to me.
 This make tourists from every parts of the world come to Thailand.
 My family often go the seaside at Pattaya or Bangsean and stay
 there two day.

She were sad.

There are a park with a green trees.

There are a match football at school.

But while I were thinking I ran and I stumble the stone.

I were afraid.

I were glad that I were not sick.

Everybody are happy.

Model Auxiliaries

In both languages, modal auxiliaries enter into verb phrases to mark the mode of the verb. Both English and Thai modal auxiliaries occur in the initial position in the verb phrase pattern. But, while acting as pure modals, English modal auxiliaries do not co-occur, while Thai modal auxiliaries do.

English modal auxiliaries can be divided into two classes: paired modals: can-could, may-might, will-would, shall-should, which show relationship of non-reality and sequence of tenses; and unpaired modals: dare, must, need, ought, which have no unreal form nor distinction in tense. This distinction among modal auxiliaries does not exist in Thai. Thai auxiliaries have only one form. The conflict can be noted from the examples below:

khǎw bók wāa khǎw cá maa phrûn-nii
 he say that he will come tomorrow

'He says/said that he will/would come tomorrow.'

khǎw khon maa
 he may come 'He may/might come.'

Consequently, Thai students will have difficulty in selecting the appropriate auxiliaries, especially the paired ones.:

If I had the Flying Magic Carpet, I will take it around the world.

The tiger and elephant are fierce but the man could to feed them.

I was so afraid that I cannot say a word.

When I finish my work I would help you.

Perfect

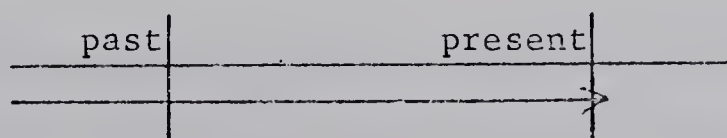
Besides indicating that certain action or state is completed, the English element (have + -en) also combines an earlier situation with the present one. It indicates that the action started some time before and is still going on at the present time or that its results are still pertinent at the present time, for example: 'I have been in Canada for two years.'

The Thai perfect marker 'lāe ae w' lacks the implication of linking the earlier event or situation with the present one. It neither signals the current relevance of the results of the action. The Thai perfect marker 'lāe ae w' only indicates that a certain action is completed at the time the utterance is or was spoken.

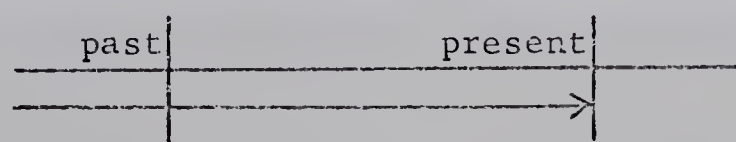
'He has come.'	k ^h aw	maa	lāe ae w
	he	come	have + -en

The English sentence 'He has come.' implies that he is still here, whereas the Thai equivalent sentence only indicates that his action of coming is completed, but at the present time he may or may not be here. It does not tell anything about his current place. The comparison below will make apparent where the difference lies:

ENGLISH I have been in Canada for two years.



THAI	c ^h an	yuu	nay	k ^h aanaadaa	səŋ	pii	lāe ae w
	I	BE	in	Canada	two	year	have+-en



It can be seen that the duration of time implied by the Thai perfect marker 'lāe ae w' is equal to that implied by the simple past tense form of the English verb. Consequently, Thai students scarcely have a clear understanding of the difference between the English perfect and non-perfect tenses. They are inclined to confuse them. Their difficulties with English perfect and non-perfect tenses can be illustrated by the following errors:

PAST TENSE FOR PAST PERFECT TENSE

It so exciting thing that we never found before.
 The scene was nice that I never saw before in my life.
 I was very excited because I didn't know before.

PAST PERFECT TENSE FOR PAST TENSE

My parents and I had gone to the movie last night.
 I had jumped into the river to help him.
 I had swum to him.
 I had taken him carefully to a bank of the river.
 The present which they had given me was a beautiful watch.
 He had known about life in England well because he had lived there for many years.
 He had given the freedom for the people and the country.
 One day I had persuaded my aunt to open it.
 I had enjoyed myself very much on that trip.
 There was a very good nobleman, Charles Darney, who had married with Louis.

PRESENT PERFECT TENSE FOR PAST TENSE

He has gone to sleep in a few minute later.

PRESENT PERFECT TENSE FOR PAST PERFECT TENSE

Yesterday after I have done my work, I went to sleep in my bed.

Progressive

Both English and Thai make a distinction between the simple and the progressive verb forms. The distinctive feature between the two languages is that the Thai progressive verb form does not indicate the time that the action is happening while the English does:

ENGLISH

THAI

is eating

was eating

has been eating

kamlaŋ kin

had been eating

This distinction may cause a learning problem for Thai students. They may form sentences like the following:

He is painting the table when we came.

Bangkok was getting more and more crowded now.

We are driving back home when the storm broke.

But the more common errors are in the verb form. Thai students often either omit the auxiliary 'be' in the construction or choose the wrong verb forms, for example:

My friend was pick a papaya.

An aeroplane was attack him.

She was work hard prepare for the exams.

But when they have free from their work, they are always think about the good and the happy things.

I was dream about a new school in France.

I was dream about the day I went to England.

I was scream.

We swimming in the sea.

It raining very heavily when we arrived there.

Passive

The use of passive construction is not so common in Thai. Only the transitive verbs that imply something unpleasant, such as: to punish, to scold, to beat, to bite, occur in the passive, for example:

phǎ̌ŋ dū khǎw
father scold he

'Father scolds him.'

khǎw thūuk phǎ̌ŋ dū
he be+en father scold

'He is scolded by Father.'

phǎ̌ŋ khien nāŋ-sǎi lēm nīi
father write book Class. this

'Father wrote this book.'

[✓]naŋ-[✓]sii [^]lēm ^ˊnii ^{BUT NOT}th^huuk ^{h^}p^hɔ̌, [✓]k^hien
 book Class. this be+-en father write

'This book was written by Father.'

Thai students will avoid using passive constructions in their English work. If they do use them, they often have difficulty with the structure. They will either omit the auxiliary 'be' or choose the incorrect verb forms, for example:

"A Tale of Two Cities" was wrote by Charles Dicken.
 There was a man who was kill lay on the floor.
 The old man brought box that lock very strong to my aunt.

Tense Sequence

The English sequence of tenses appears strange to Thai students. In an English sentence of more than one clause, the verb in the subordinate clause has to be in concord in the verb ~~with~~ the main clause, for example:

He tells me that he is a French.

He told me that he was a French.

In most cases, the sequence of tenses yields an illogical expression of time of the subordinate verb to Thai students. It seems to them strange and illogical to say 'He told me that he was a French.' when he is a French.

The restriction of tense sequence does not exist in Thai. To Thai students, these two sentences:

He said that he will not be back until Monday.

AND

He said that he would not be back until Monday.

are equally correct and carry the same information. The examples of Thai sentences will reveal the cause of this confusion.

khaw bək waa khaw pua
he say that he sick

'He says/said that he is/was sick.'

chan fan waa chan pen settii
I dream that I BE millionaire

'I dream/dreamed that I am/was a millionaire.'

In the compositions studied, a large number of errors in tense sequence were found:

She told me that she will marry Sam.

I told her that I am glad.

Last night I dreamed I go to Songkla for a holidays with my family.

When I slept I always dream.

I thought if they catch me they will killed me.

They threatened that if I cry they will killed me.

I dreamed that I walk in the palace.

There was no room for Porn to sit because the big Puppy needs all the chair.

But not so long ago he was murdered by the bad man who don't like and jealous him.

When my mother stop wept, my mother and my grandmother talked together.

We expected it isn't too difficult to climb to the top of the hill.

I think everybody knew him.

We thought that we are the mountain climber.

She always forgives me when I did something wrong.

After we had dinner, my eldest sister, my brother and I always enjoy singing or playing music together.

When the sun sets, he returned home as quickly as he could.

Similarly, in compound sentences, Thai students also fail to keep the verbs in the same tense form. The following are errors made in compound sentences:

I lived in a hotel near the beach and I have many friends.

My aunt sat on the old chair and look to the outside.

That man turned back and walk straight into the dark.

The dog ran away from my room and come down to the street.

My family left the seaside and arrive home.

The tiger and elephant are fierce but the man could to feed them.

I ran into their bedroom and thank for them.

She gets up early and took the dog for a walk at six o'clock.

It led me in the air and stop at the wonderful place.

It led me in the air and stop at the wonderful place.
My father hold a pistol and told the burglars to rise
their hand.

Suddenly they ran to me and catch me.

I walked, dance around the park, pick some flowers and put
it in my basket.

English Verbal Clusters⁵⁶

Modifiers which occur in English verbal clusters can be divided into three classes; single-word modifiers, phrase-modifiers, and clause modifiers, for example:

He sings sweetly.

He sings to please her.

He sings when he is happy.

1. Single-Word Modifiers. Single-word modifiers are adverbs. The positions which the single-word modifiers enter in English verbal clusters is difficult to describe with precision. The most common positions of the single-word modifiers are:

(a) After the subject and before the verb.

She usually comes at eight o'clock.

He often stays home.

(b) After the first auxiliary.

I could hardly believe it.

It will gradually disappear.

(c) After the intransitive verb and the verb BE.

It rained heavily.

He is always my hero.

(d) After the object or the complement.

I will give you the book tomorrow.

⁵⁶Stageberg, op. cit., pp. 255-261.

They visited their parents occasionally.

- (e) Before the sentence pattern.

Now it is too late.

Here they will meet.

2. Phrase Modifiers. Phrase modifiers fall into five divisions:

- (a) Prepositional phrase:

He sings on the stage.

- (b) Noun cluster :

He sings every night.

- (c) Participle phrase, -ing:

He sings standing under the window.

- (d) Participle phrase, -ed:

He sings inspired by the beauty of the night.

- (e) Infinitive phrase, to-:

He sings to please her.

In general, phrase modifiers are post-posed; occurring in the verbal clusters right after the verb or the object.

3. Clause Modifiers. Clause modifiers are usually introduced by subordinate conjunctions like: after, because, until, when, where. For example:

You can come after you have finished your work.

She did not leave until the clock struck twelve.

Thai Verbal Clusters

Modifiers which enter Thai verbal clusters can also be divided into: single-word modifiers, phrase modifiers, and clause

modifiers, for example:

khaw^v maa sam^vəə
he come always 'He always comes.'

khaw^v maa tuk wan
he come every day 'He comes every day.'

khaw^v maa mia[^] khaw^v set[^] naan
he come when he finish work

'He comes when he finishes his work.'

All Thai verbal modifiers except modifiers of time always occupy the final position in the sentence patterns.

Similarly, all English verbal modifiers may occur at the end of the verbal clusters. However, modifiers of frequency, more commonly, occur before the verbs and after the verb BE. Modifiers of manner may occur either before or after the sentence patterns. There is a tendency for Thai students to discard these various possible positions of the English modifiers and place all of them at the end of the verbal clusters in a Thai verbal cluster pattern. But this does not cause any ungrammatical structures.

In learning to place English modifiers in the English preferable way, Thai students will have more difficulty with the single-word modifiers because they are divided into many subclasses and each subclass has to occur in its own fixed positions, for example:

	He	will	come	home.
soon:	soon	soon	soon	_____ soon.
tommorrow:	tomorrow	_____	_____	_____ tomorrow.
anytime:	_____	_____	_____	_____ anytime.

Not all single-word modifiers can occur in all positions listed.

Thai students may not have much difficulty in handling the

verbal phrase and clause modifiers since they function in similar positions in both English and Thai verbal clusters. However, again Thai students may tend to avoid using past participle phrases: -ing and -ed, and form them into subordinate clause modifiers.

The type, number and percentage of the errors made by Thai students in writing English statement sentences are presented in Table VI, p. 95. The number of errors caused by the transference of Thai structures into English is presented in Table VII, p. 96.

TABLE VI
NUMBER OF ERRORS OF EACH KIND

	Number	%
NOUNS		
Plural inflections	104	12.73
DETERMINERS		
Articles	157	19.22
Demonstratives	5	0.61
Others	12	1.47
PRONOUNS		
Case	5	0.61
Number	18	2.20
VERBS		
Verb forms	107	13.10
Omission of verbs	34	4.16
Number-Person agreement	75	9.18
Tense	173	21.18
ADVERBS		
Forms	5	0.61
ADJECTIVES		
Positions	7	0.86
QUALIFIERS		
Positions	6	0.73
PREPOSITIONS	109	13.34
Totals	817	

TABLE VII

NUMBER OF ERRORS CAUSED BY
THE TRANSFERENCE OF THAI STRUCTURES INTO ENGLISH

Kind of error	Total	Errors caused by transference	Per cent
NOUNS			
Plural inflections	104	63	61
DETERMINERS			
Articles	157	83	52
Demonstratives	5	5	100
Others	12	12	100
PRONOUNS			
Case	5	5	100
Number	18	18	100
VERBS			
Verb forms	107	31	29
Omission of verbs	34	34	100
Number-Person agreement	75	75	100
Tense	173	132	76
ADVERBS			
Forms	5	5	100
ADJECTIVES			
Positions	7	7	100
QUALIFIERS			
Positions	6	6	100
PREPOSITIONS	109	81	73
Totals	817	557	68

CHAPTER V

SUMMARY, CONCLUSIONS AND IMPLICATIONS

I. SUMMARY OF THE MAIN FINDINGS

A contrastive study between the English and the Thai languages was made to discover the nature of difficulties that Thai students have in learning English statement sentences. The present study attempted to identify the similarities and the differences in structure between English and Thai statement sentences in order to determine whether the structure of the Thai statement sentence affects the learning of this aspect of English.

One of the best ways to study the nature of difficulties that the students have in mastering a foreign language is to analyze the errors they make. The samples for this study were 185 English compositions written by Thai students in grade XI. The difficulties that the students had in handling English statement sentences were traced to structural similarities and structural differences between English and Thai. The total number of errors of each kind found in the samples studied can be noted in Table VI.

The main findings of the study may be summarized as follows:

1. The major difficulties that Thai students had in handling English statement sentences were because of the lack of corresponding features and structural patterns in Thai. Thai students had most difficulties with the morphophonemic changes enforced by obligatory categories of the English language, and the function words which

either do not exist or are optional elements in Thai. Most errors found in the samples were either under-differentiation phenomena, that is, they tended to neglect the obligatory elements in English which do not exist in Thai or were hypercorrection phenomena, that is, they tended to overuse those obligatory elements or apply false analogy.

2. Translation equivalent method was used by most Thai students in composing English statement sentences. The errors found in the samples could be traced to a direct word-to-word translation from the Thai language. Errors caused by applying this method could be divided into two categories:
 - (a) The identification of specific English words with the translation equivalents in Thai. These words, though being semantically similar, function differently.
 - (b) The direct transference of the grammatical patterns. English constructions were arranged by means of filling Thai structural patterns with English translation equivalents.
3. The errors made were inconsistent. Both correct and incorrect forms and constructions could be found in the same piece of work.

II. CONCLUSIONS AND IMPLICATIONS

The findings confirm the two hypotheses underlying the

present study:

First Hypothesis

In learning the English language, Thai students tend to transfer the structure of the Thai language into English.

With the help of the contrastive study between the English and the Thai languages, it is clear that transference of the structure of the Thai language into English does exist in the English work of Thai students. The transference cannot be seen clearly when the structures in both languages are similar. But when the structures are different and do not function similarly without being changed, the transference is obvious. A large number of errors were made because the students transferred directly the structures of the Thai language into English. The number of errors caused by the direct transference of the Thai structures is indicated in Table VII, as page 96.

The implications of the findings for teaching English to Thai students is that the translation equivalent method should be avoided as much as possible. As mentioned before, no word of one language will have an exact equivalent in another language. What the students should learn is not only the lexical meaning of each word but, primarily, its obligatory characteristics and its distribution in English structures. New English words should be introduced in context rather than in isolation. The English language teaching should aim primarily at an understanding of English structure not at translation ability. The students cannot achieve translation ability without knowing the structure of the language.

Second Hypothesis

There is facilitation in learning if the structures in Thai and English are similar and if they function similarly, because they can be transferred directly without having to be changed. If the structures are different and do not function similarly, there is interference because the structures need to be changed when being transferred.

The findings indicate that the difficulties that Thai students had in handling English statement sentences were caused by the structural differences between the English and Thai languages. The structures that are similar in English and Thai were easy for Thai students to handle. None of the errors found in the samples occurred in the units that function similarly in both Thai and English. The findings seem to confirm the definition of an 'interference phenomena' given by Uriel Weinreich: "the instances of deviation from the norms of a language which occur . . . as the result of his familiarity with another language."⁵⁶ If this hypothesis can be taken as correct, it can, then, be concluded that the nature of the Thai language has great effect on the learning of English by Thai students.

This conclusion has implications for teaching methods and teaching materials in classrooms. It seems that it is necessary for a teacher of English to consider his task to be one of building a new habit of English system in his students. Nelson Brooks points out that "The single

⁵⁶ Uriel Weinreich, "One the Description of Phonic Interference," Word, XIII, No. 1. (April, 1957), p. 1.

paramount fact about language learning is that it concerns, not problem solving, but the formation and performance of habits."⁵⁷ The findings indicate that most errors found in the samples were not because of lack of instruction but lack of habit formation. The use of both correct and incorrect forms and constructions were not consistent. Both could be found in the same piece of work.

Thai students should learn a language from practising and using the language rather than from rules and explanations. More time should be devoted to practising; forming the habit of using the patterns automatically. It is true that Thai students do not have the intuition that the native speakers of English have to tell them that it should be "a big blue car" not "a blue big car". When they lose control of the patterns they need some grammatical facts to lean on. But grammatical explanations and grammatical rules have to be limited to the extent that they are proved useful. The role of practice in language learning was indicated by John Comenius 350 years ago as follows:

All languages are easier to learn by practice than from rules, but rules assist and strengthen the knowledge derived from practice.⁵⁸

On the whole, then, this study has indicated that the students' familiarity with the nature of the Thai language has great effect on their learning of English. It has also proved that a contrastive study between the students' native language and the language to be learned can point out the causes and the nature of language learning problems that the students have.

⁵⁷Nelson Brooks, Language and Language Learning (New York and Burlingame: Harcourt, Brace & World, 1960), p. 49.

⁵⁸John A. Comenius, The Great Didactic of John Amos Comenius, Tr. by M.W. Keatinge (London: Adam and Charles Black, 1907), p. 206.

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APPENDICES

APPENDIX ATHAI PHONEMIC SYMBOLSCONSONANTS

		Bi- labial	Labio- Dental	Al- veolar	Palatal	Velar	Glottal
	vl. asp.	p ^h		t ^h	c ^h	k ^h	
Stops	unasp.	p		t	c	k	
	vd.	b		d			
Fricatives			f	s			h
Nasals		m		n		ɲ	
Flap				r			
Lateral				l			
Semivowels		w			y		

VOWELS

	Front	Central	Back
High	i, ii	ɨ, ɨɨ	u, uu
Mid	e, ee	ɛ, ɛɛ	o, oo
Low	ae, ae ae	a, aa	ɔ, ɔɔ

TONES

Unmarked	=	mid-level
/	=	high
\	=	low
✓	=	rising
^	=	falling

APPENDIX B

SAMPLES

My favorite book.

Books make me clever and know more things. They are useful in many ways. I like reading very much. My hobby is reading. The book that I like best is "A Tale of Two Cities". It was wrote by Charles Dickens, an English author. He was a great author. This story was a historical-novel. It's about the French Revolution, the capture of the prison of the Bastille in Paris by an angry mob and liberation of several prisoners in 1789. It was the story between London and Paris. It showed me the tyranny of the noblemen . That's why the revolution started. It told me about Dr. Alexandre Manette and his daughter, Lucie. There was a very goodnobleman-Charles Darnay who had married with Lucie.

At the end, it showed me the greater love of a man that lay down his life for his friends. He was Sydney Carton who was a man that I had pity on him very much.

This story is a very good one that I have ever read. I like this story than others. It was my favorite book.

Weekends.

I like weekends very much and so does everybody because they are the days of rest and recreation. There are two days for weekends in a week. On those days, everybody don't work. Some people like staying at home, some like going out or travelling. I like travelling very much but I don't like going alone.

Some people spend their weekends doing their housework and playing games. People who like travelling go to the country to seeing views or go to the seaside. There are a lot of beautiful views and many kind of views because in the country there are large forests that are full of trees and flowers beautiful. But somebody go to the country for picnic.

At the seaside they see water meet the sky-edge. They see the gold light of sunshine in the evening. They have good recreation. But everybody like going there only in the summer because it is so hot in the big town.

My future.

Future is a part of time in the path of life. Although all people can't see it, but they hope the future is good for them. Someone want to be teachers, doctors and others.

In future I want to be a good girl and supporter of everyone. When I was a little girl, I wanted to be the tourist and to travel around the world. But today I don't want that. I want to be a nurse because I think "the nurse is better than the tourist." And

I like to look after the patient. On top of this I want to be the nurse in the village out of the town. I want to help the hard-pressed villager to have a happier life. At the end I hope my future will be as I wish.

If I were. . .

Everyone must have thought about the topic "If I were . . ." before, but to take what we dreamed into a composition is not as easy as someone should think. As the others, when any matter impressed on me, I always thought of it, so I had thought about this for many times and in various sorts. Be low is one of my thoughts.

Maybe no one would have thought about "If I were a Beggar", but I should think. I would not be a beggar which only begged from the others but I would give them something for return. I would sing for the donors and pray for them. Twice-beg would not be my habit for I would take only from the one who really willing to give. Everything I received would be divided into two parts, first part for use and the other part keeping as funds. Many years later, I would have a lot of money, then I would become the beggars' leader. As a good leader I would practise my favorite career and dress myself politely then to go work. While working I would partly improve my position and partly help my friends. When I were at 60 years of age I would become a rich person and still help my friends--every poor beggar. I would not marry for that would cost a lot of money.

Whether my thought would become true or not, I would always be the friend of every beggar and if possible I would help them to be as the 'I' in my story.

Once upon a time. . .

Once upon a time there was an old pirate who had sailed to everywhere in the world. When he was young he was one of the great pirate, everybody knew him very well. But when was old nobody talked about his bravery at all. But he still was happy and enjoyed his life in talking about the story when he was young.

He lived in a small and beautiful village where there were lots of children who like to listen to his adventurous story. He lived in a very big house for he was very rich but he didn't do any work. The people were surprised where he had got lots of money from. But they always found nothing. The old pirate was very rich because he had collected a lot of money during his young days. He put all his money in an old box that he burried deep in the ground. Whenever he wanted to use money he would go and get it when everyone was asleep. He was a very kind man he often gave his money to the poor. So there was no cause for anybody to dislike him. At the end of his life he lived happily and used most time in helping those people who are poor.

My dream last night.

Last night I dream that I can caught the burglar. It was dark my family and I were sleeping. Then I wanted to go to the bathroom.

While I walked I heard the step. I was frightened because I was afraid of the ghost. Then I heard the sound again. It was nearer and nearer, suddenly I hid myself behind the pole. Then I saw the two men. They were carrying my radio. Then I shouted "The burglar, the burglar!" Soon my father, my mother, my sisters and my brother woke up and ran to me. My father hold the pistol, he told the burglar to rise their hands and told my brother to telephone to the police station and told the police to come to my home and brought the two burglars to the police station.

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